DOCUMENT RESUME

ED 173 626 CE 022 227

TITLE	Training K-12 Administrators for Career Education.
INSTITUTION	Wisconsin State Dept. of Public Instruction, Madison.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	WSDPI-Bull-8534
BUREAU NO	554AH70346
PUB DATE	Oct 78
GRANT	G0077C0102
NOTE	96p.; Some pages in this document will not reproduce well due to broken type; For related documents see CE 022 226-230
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Administrative Personnel; *Administrator Education; *Administrator Role; *Career Education; Change Strategies; Educational Strategies; Elementary Secondary Education; Inservice Education; Leadership Responsibility; Needs Assessment; *Program Development; Program Planning; School Community Relationship; *Training; *Training Techniques
IDENTIFIERS	*Wisconsin

ABSTRACT

Based on the practical training experience of sixteen school districts and two universities which comprise the Wisconsin Career Education Consortium, this report presents training strategies for training superintendents, directors of instruction and/or supervisors of curriculum development, building principals and assistart principals, local vocational education coordinators, career education coordinators, and other elementary secondary school administrators. Five training objectives were formulated from a needs assessment: (1) promote administrative understanding of and commitment to career education, (2) develop administrative skills for effecting change and promoting career education, (3) enable school administrators to outline specific leadership roles, (4) develop skills necessary to plan and manage a comprehensive career education program, and (5) develop skills which will help school administrators to function as links between school and community in the delivery of career education to students. For each training objective specific training strategies are discussed. A model career education training/retraining program for school administrators consisting of a twenty-four cassette tape presentation is described in the appendixes. (IRA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED173626

TRAINING K-12 ADMINISTRATORS FOR CAREER EDUCATION

Wisconsin Career Education Consortium
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

October, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Harmatuck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Bulletin No. 8534

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This document is a product of a federal demonstration project in career education.

Project No: 554AH70346 Contract No. G0077C0102

CE 022 227

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance," Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Disclaimer

The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

THE WISCONSIN CAREER EDUCATION CONSORTIUM

The Wisconsin Career Education Consortium (WCEC) was established in 1975 as a U.S. Office of Education funded project to demonstrate incremental improvement in career education. The school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, together with the Wisconsin Department of Public Instruction, comprised the original consortium which pooled resources to attain several common objectives including the development of 26 how-to-do-it demonstration packages on various facets of career education, and a kit of evaluation tools (AE Kit) for career education practitioners.

In 1976, the WCEC was expanded to include a number of relatively inexperienced "partner" schools, as part of the consortium's efforts to disseminate its products and expertise to other schools throughout the state and nation. The junior partner school districts are: Marshall, McFarland, Middleton-Cross Plains, Port Washington, Scared Heart and Saint James (Shawano), Stevens Point, Waukesha, and Weyauwega. Two universities, UW-Oshkosh, and UW-Stout, joined the WCEC in 1977 when members began to direct their efforts toward demonstrating training of various groups of persons involved in the delivery of career education.

Principal authors of this report on administrative training are:

- Ellen Meister and Gary Sisler, Madison Public Schools
- Roland Cross and Millie Ehsani, Oregon Consolidated Schools
- Robert Meyer and James Augustin, Wisconsin Department of Public Instruction.

Other WCEC meber representatives who have contributed to the success of the project include:

- Mary Ann Allen, Middleton-Cross Plains Area School District
- Raphael Artz, Weyauwega Middle School
- Emery Babcock, Stevens Point Area School District
- Sister Frances Borgia, Sacred Heart School (Shawano)
- Patrick Fleming, McFarland Junior High School
- Gordon Fairbert, Port Washington School District
- Carlyle Gilbertson and John Stevenson, University of Wisconsin-Stout.
- Donald Jorgenson and Robert Pickering, University of Wisconsin-Oshkosh.
- Richard Johnson, Waukesha School District
- Wayne Kiefer, Marshall High School
- Wilbur Kleinschmidt, St. James School (Shawano)
- Darrell Larson, Kimberly High School
- Fred Ponschok, Shawano High School
- Eileen Scott and Herman Tiedeman, Watertown Public Schools
- Clifford Stanford, Eau Claire Public Schools
- Allen Stessmann, Sheboygan Public Schools

This list, as long as it is, is not all-inclusive. Many other individuals associated with the WCEC member schools have made valuable contributions to the success of the WCEC's demonstration project in training and retraining. These include teachers, counselors, administrators, and community personnel, dedicated to advancing the status of career education in schools and universities across the country.

PREFACE

Preservice and inservice training of major delivery groups must assume a high priority in efforts to develop comprehensive career education programs. Recognizing the need for seasoned career education practitioners to share information on effective training methods and techniques with others who are less experienced, the Wisconsin Career Education Consortium (WCEC) has prepared a series of reports concerning its training and retraining experiences.

This report provides models for training superintendents, directors of instruction and/or supervisors of curriculum development, building principals and assistant principals, local vocational education coordinators, career education coordinators, and other K-12 school administrators. It is one of four WCEC reports concerned with training major groups involved in the delivery of career education to students. The other reports provide models for training university faculty and aspiring educators enrolled in university pre-service courses, K-12 staff, and community and school personnel for effective collaboration in career education.

These models are not intended as comprehensive theoretical models for career education preservice and inservice. Rather, they are grounded in the practical training experience of the 16 school districts and two universities which comprise the WCEC. Each model is a synthesis of successful training activities conducted by consortium members during the course of a federally funded demonstration project and in years prior to it.

Members of the WCEC have attempted to emphasize "teaching each other" and "learning by doing" as primary approaches to career education inservice training. For example, experienced practitioners from senior (lead) school districts in the consortium often functioned as resource persons in training their "peers" in less experienced partner districts. For some resource persons, their preparation for inservicing others was in effect retraining and learning by doing for themselves. Short term placement of K-12 staff at community employer sites is another good example of the consortium's emphasis on learning by doing, where individuals in the community function as important inservice training agents.

The WCEC hopes that this report and its companion reports will help other individuals to profit from the consortium's training experiences as they plan and conduct career education training in their local settings.

Table of Contents

CAREER EDUCATION TRAINING NEEDS OF K-12 ADMINISTRATORS 1
Assessment of Local Training Needs 2

PLANNING AND IMPLEMENTING ADMINISTRATIVE TRAINING FOR CAREER EDUCATION . 3
Ten General Principles 4
Training Objectives and Strategies 5
Promoting Understanding and Commitment 5
Effecting Change 12
Outlining Leadership Roles 14
Planning and Managing a Comprehensive Program 21
Linking School and Community 23

APPENDIXES 29

CAREER EDUCATION TRAINING NEEDS OF K-12 ADMINISTRATORS

Superintendents, building principals, supervisors of curriculum/directors of instruction, career education coordinators, local vocational education coordinators, and other school administrators play key roles in career education in elementary and secondary schools. Their administrative decisions and leadership allow and encourage career education to grow and prosper within the school setting.

Clearly, career education needs supportive and involved administrators. Not always as clear are the needs which administrators have regarding career education. In order to make sound decisions and provide effective leadership, administrators must address a number of their own needs. Among these are: 1) the need to develop an awareness and understanding of the philosophy, goals, and objectives of career education, 2) the need for knowledge of effective methods of delivering career education to all students, and 3) the need for skills in designing and implementing school policies and local plans, providing incentives and rewards for staff participation, and allocating resources.

Administrators can begin to meet their needs through inservice training in career education. Providing well planned and properly implemented training for administrators is an important step in developing a comprehensive career education program within any elementary or secondary school setting.

Administrators throughout Wisconsin are well aware of their own need for adequate training in career education as evidenced in the results of a recent statewide needs assessment. The needs assessment was conducted in fall, 1976 as an initial step in the development of a new Wisconsin State Plan for Career Education. Among the groups surveyed were 232 administrators including superintendents, principals and curriculum supervisors from 45 school districts across Wisconsin. Sixty-six percent of the sample of administrators noted their need for "more" or "a great deal more" planned conferences for administrators, teachers, and counselors to share ideas and resources.

Sixty-nine percent of a sample of counselors and 56 percent of a sample of teachers responding to the statewide needs assessment identified the need

for more or a great deal more administrative support for career education. Gaining this support often requires the provision of in-service training.

Assessment of Local Training Needs

While several general career education training needs of administrators have just been identified, a key to successful local training programs is to identify the particular needs of the administrators who will be participating. Then, the inservice programs can be tailored to meet these specific needs so that time and resources are used most effectively.

School districts, especially larger ones and those in the earlier stages of developing a local career education plan and program may choose to assess training needs of administrators through a survey approach simultaneously with assessing the needs of staff and students. Surveying administrators, counselors, and teachers regarding career education can serve the dual purpose of stimulating interest in career education and identifying priorities of administrative and staff training.

The Wisconsin Career Education Needs Assessment and Survey of Resources Handbook is a good resource which can be consulted by those who want to formally assess career education needs of administrators within their district. The handbook contains a series of instruments (including one for administrators), instructions for administering them, suggestions for local modification, and notes on analyzing and summarizing the results in a meaningful format to aid planning. The Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout provides data analysis services on a cost basis to interested districts who use the instruments in this handbook.

In other instances, school districts may choose more informal methods of assessing training needs of administrators. Perhaps the results of a survey of teachers and counselors will reveal areas of career education which require more administrative support and involvement. Existing data sources and staff comments should not be overlooked in determining administrative training needs.

Training resources and administrators' time for inservice in career education are usually quite limited, so they must be used wisely. Planning to meet specific administrative needs will help to minimize if not eliminate unproductive training efforts and will ultimately encourage administrative support and involvement in a comprehensive career education program.

PLANNING AND IMPLEMENTING ADMINISTRATIVE TRAINING FOR CAREER EDUCATION

Every few years the characteristics and expectations of educational leadership change. These changes and expectations are a result of numerous factors and events such as declining enrollment, changes in financial support and procedures, improvements in curriculum and materials, mandate of programs, and new knowledge and improved practices generated by research. Thus, individual growth programs are needed to help administrators meet the challenge of new responsibilities and the demands for improved leadership. A new environment exists which supports an exciting compatibility between individual leadership success and organizational improvement success.

The career education focus of the 1970's provides an example of changing expectations for school administrators. Clearly, society's demands of secondary education in particular have become so broad in scope and couched in tones of such urgency that frustration is generated among school administrators on how to proceed.

One suggestion for school administrators is to gain additional insight and sensitivity into the career education movement, and therein seek out direct linkages with planning for improvement in the schools of the 1980's.

A second suggestion for school administrators is to study the emerging literature on implementing change and making improvements in education, and the administrators role therein. The messages from this body of research focus on (1) the processes to initiate and make change, (2) the communications networks and people linkages to support the adoption of change, (3) the related implementation strategies for change, and (4) the relationships between change and progress toward it, and the real needs and concern of the individuals involved in the process of change.

Career education can be a powerful vehicle for administrators to assume new and increased leadership roles for implementing educational improvements. Career education can also provide the challenge for administrators to improve and strengthen relationships and linkages not only between and among all groups of educators, but also with people and agencies external to the educational sector.

This WCEC model is not intended as a panacea for promoting change in the schools of the 1980s, for development of a total district program of

career education, or for comprehensive administration of career education. Rather, it is designed 1) to aid administrators in understanding and appreciating their key roles in career education and 2) to present training strategies used by various school districts within the Wisconsin Career Education Consortium. The bibliography of sources included in this report can be consulted for detailed information on the complete implementation of career education within the local district.

Career education asks people to think over and refocus their approach to learning. There are no universally accepted definitions, models, or plans; local education agencies must define career education to fit local needs and community characteristics. Therefore, career education leadership must extract and organize information into logical, local plans for action. Inservice training can help administrators in this task.

Ten General Principles

Dr. Kenneth Hoyt, Director of the Office of Career Education, U.S. Office of Education, has listed ten general principles for career education inservice in his monograph titled "A Primer for Career Education." These principles have been confirmed by the WCEC during its training experience and seem worthy of mention in any career education training document. They are reprinted below. As Dr. Hoyt has noted, some principles are uniquely important to the community collaborative effort called "career education," while others are applicable to any inservice effort.

1. Inservice education must be a continuing, not a "one shot" effort.
2. Inservice education in education cannot be limited to a single topic area such as career education. Any given topic must fit in with a total plan for inservice education.
3. Since career education involves the efforts of a wide variety of persons, the inservice effort cannot be limited to only a single group.
4. Inservice education needs of various segments of education and the broader community are *common* only with respect to understanding the basic nature, need for, and purposes of career education.
5. *Specific* inservice needs of persons involved in career education vary greatly thereby making it necessary to devise and operate different kinds and forms of inservice education for each.
6. The *collaborative* nature of career education calls for the joint expertise and efforts of many segments of education and the broader community. It is impossible and impractical to expect each to become expert in the kinds of knowledges and skills required of others.

7. Various segments of education and the broader community need to become involved in providing inservice education *for each other*. For example, teachers can be "inserviced" by businessmen and vice versa; counselors can be "inserviced" by teachers just as appropriately as teachers can be "inserviced" by counselors.

8. With any segment, a large part of the "inservice" effort can be expected to be in the form of "on-the-job" training rather than in a structured workshop or class setting. The "learning by doing" approach may well become the most common form of inservice education for career education.

9. An essential part of inservice education for any segment of education or the broader community must concern itself with how to work with, learn from, and profit by the expertise and experience of other segments. An "isolationist" approach is unworkable.

10. Inservice education for career education must be planned, coordinated, and operated in a community system plan using a consistent conceptual and philosophical view of career education. While "career education" calls for different persons to do different things, they must share a common understanding of the meaning of "career education." (p. 22-23)

Training Objectives and Strategies

From the experiences of the member and partner schools involved in the Wisconsin Career Education Consortium, five major areas have emerged as being of prime importance in training and retraining administrators: (1) Promoting Understanding and Commitment, (2) Effecting Change, (3) Outlining Leadership Roles, (4) Planning and Managing a Comprehensive Program, and (5) Linking School and Community. These areas encompass administrative functions and roles in developing the necessary climate for and facilitating K-12 involvement in career education. Additional, more specific, training objectives may emerge as local sites assess needs and develop their own administrative training programs. A local inservice program can be tailored to address one, several, or portions of all the training areas discussed. It should be noted that one inservice program cannot fully cover all topics; inservice for administrators should be continuing and build upon the current needs and competency levels of the participants.

Training Objective: Promoting administrative understanding of and commitment to career education.

Before they can assume active leadership roles in career education, administrators must be introduced to the concept and commit themselves to facilitating career education's growth within their district. Since superintendents and assistant superintendents, building principals and assistant principals, supervisors of curriculum/directors of instruction, career education coordinators,

and local vocational education coordinators can all play important leadership roles in career education, they all should be provided with inservice training opportunities. Introductory training designed to promote an understanding of and committment to career education among administrators should address a variety of topics including the following:

- goals and objectives of career education
- the need for career education
- career development theory
- past and current career education activities around the state and nation
- the State Plan for Career Education and exemplary local plans

Together with Staff

Some consortium schools such as Madison have found it effective and efficient to inservice administrators at the same time staff are trained in career education topics such as those noted above. This can be an efficient use of training resources, but more importantly, administrative support of and involvement in career education becomes highly visible to staff.

With Other Administrators

In some settings, separate inservice programs covering the above topics have been organized for all of the district's administrators. The agenda from a joint administrative inservice program for Oregon and McFarland is provided in Appendix A as an example of an inservice specifically for administrators. At this program, experienced Oregon administrators were refreshed and brought up to date on career education while the McFarland administrators were formally introduced to career education. The evaluation form used for the inservice also appears in Appendix A.

Pooling of several districts' resources for administrative training can be effective and efficient, particularly for small districts. When relatively experienced and inexperienced district administrators are trained together, the experienced administrators can serve as trainers themselves during the course of the program. Administrators with career education experience can be particularly helpful to less experienced administrators in areas such as defining their individual roles in career education, planning staff training, and initiating community collaboration.

Individual Inservice

Administrative time for inservice is often quite limited and it may be difficult to get all district administrators together in one inservice group. Consequently individual administrators may sometimes require self-training modules which can be pursued when time permits. A program for individual study of various facets of career education is contained in Appendix B. This program was developed for administrators in Shawano and not only addresses topics relevant to promoting understanding and commitment, but also topics relevant to the other general training objectives appearing on later pages.

Points Which Promote Understanding

Among the points which can be emphasized in clarifying the career education concept for administrators, (no matter what the training format) consortium districts have found the following very important:

Career education does not equal vocational education. Since the inception of "career education", there has been widespread confusion regarding the differences in meaning between career education and vocational education. Administrators should understand and communicate these differences to those preparing to infuse career education into the curriculum.

While different, career education and vocational education are compatible, complementary, and supportive of each other.

In practice, the following distinctions may be noted:

1. Career education is an educational strategy, not a discrete discipline or course.	1. Vocational education is provided through distinct disciplines such as agriculture, business education, distributive education, health occupations, home economics, and industrial education. (These, in turn, are broken into more specific courses.)
2. Career education strategies can be infused into the educational process by all teachers.	2. Vocational education is taught by certified vocational educators.
3. Career education strategies can be used to enhance the teaching/learning process at all age levels, preschool through adult, and in all disciplines.	3. The focus of K-12 vocational education is at the high school level, with pre-vocational exploratory programs at the middle school or junior high school level.
4. Career education strategies stress the development of self understanding	4. Vocational education (as in other subject areas) can infuse these

and positive attitudes toward self; and the development of an understanding of the world of work and positive attitudes toward work.	same understandings and attitudes in its programs, but it is primarily concerned with subject content and skill development.
5. Career education facilitates exploration of occupations related to all subject areas and provides unpaid work experiences as one means of exploration.	5. Vocational education (as in other subject areas) can facilitate exploration of occupations related primarily to its disciplines, and provides paid cooperative education experiences as a means of gaining work experience.
6. Career education facilitates career decisions and career planning in relation to the full range of opportunities available.	6. Vocational education (as in other subject areas) can facilitate career decisions and career planning related to its various disciplines.
7. Career education motivates individuals to prepare for employment, further education, and constructive use of leisure time, drawing upon all educational experiences.	7. Vocational education (as in other subject areas) can motivate individuals to prepare for employment, further education, and constructive use of leisure time within its various disciplines.
8. Career education includes placement and follow-up services for all students.	8. Vocational education is also concerned with placement and follow-up of students going through its specific programs.
9. Career education focuses on the development of "skills and attitudes necessary for changing with change in our occupational society, including: (a) basic academic skills; (b) decision making, job seeking, job getting, and job holding skills: (c) good work habits, and (d) a personally meaningful set of work values" (Hoyt, 1978, p. 7).	9. Vocational education primarily "represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society," according to Hoyt. Wisconsin also includes promotability, advancement, continuing education, and entrepreneurship.

From the foregoing comparisons, one might conclude that vocational education, along with its goal of skill development, has always been concerned with the goals of career education within its various disciplines. Our best vocational educators always have. However, too many teachers, including vocational education teachers, have been primarily concerned with their subject content rather than with the career development of their individual students. Hopefully, career education will help all educators become more student oriented and encourage them to individualize their instruction as much as possible to meet the needs and aspirations of their individual students.

Vocational education is essential to career education. No school district can claim to have a comprehensive career education program without having a comprehensive vocational education program as a part of its effort to prepare youth for eventual employment. On the other hand, career education strategies, when infused with the entire K-12 curriculum, provide an excellent foundation for informed decisions concerning tentative career goals and the selection of related high school courses, including vocational education.

Career education is for all students. What makes career education more durable than other innovations? It is for all students, not just special populations. With "education for all" emphasized as a national goal, there are some advocates who have urged that career education be renamed "education for living", since it influences people in more life roles than just that of the worker.

Administrators should promote career education for all students at the elementary and secondary levels.

How can career education serve the elementary school program? The elementary years are the time to begin promoting an awareness of self and careers...the 1st stage of career education. Educators know that youngsters are "trying on " career roles at that age, and it is an ideal time to help them form attitudes about why people work, what makes for job satisfaction, etc. Career education curricula developed by elementary teachers can provide children with activities that concentrate on developing awareness of personal interests, abilities and goals, of the wide range of career opportunities, of the characteristics of specific occupations, and of important attitudes and skills needed in life and work, including a positive self-image and the ability to make responsible decisions.

In the elementary years children have already begun to make decisions, based on their academic experiences, which will influence their careers. Career education can be effectively interwoven into all elementary classroom subjects (social studies, math, reading, etc.) to help children to relate the content of these academic subjects to the world of work. Activities such as observing adult roles and understanding the significance of work in peoples' lives will also benefit all students and provide a sound foundation for future career planning.

How can Career education serve the secondary school program? Most everyone would agree that first-hand observation of how people earn their living is preferable to reading about it in textbooks. Although the acquisition of printed career information is highly valuable, there is much more to career exploration and preparation.

Whether in school or at work places within the community, career education provides students with opportunities to practice and develop a variety of skills that will be useful to them for lifetime. These skills include:

- assessing personal values, interests and abilities, and relating these to career and life decision making.
- interpersonal skills and a sense of self-reliance and personal competence
- designing courses of action that will promote the individual toward fullfillment of his or her career choice.
- employability skills such as resume writing, job searching, and interviewing

Too often in the past, career education was emphasized only for those planning to enter the world of work full-time immediately after graduation. While these students certainly deserve our attention, it is also important to recognize the needs of those who plan to continue at colleges and universities, technical schools and trade schools. Recognition of the needs of this population demands that career education be infused into the entire curriculum. Academic teachers play significant roles; through required classes, they can reach the entire student body with basic career decision making skills and information. Polls reveal that many parents, students, and the buiness community have come to expect career education from the academic teacher. Help in areas such as decision making, basic skills, and skills in completing applications, business letters, resumes, and interviews are an expressed part of this expectation.

Career education can most effectively be accomplished through infusion into established curriculum, not as an add-on program. The basic rationale behind infusion is that "pupils can acquire the skills, knowledge, and attitudes career education seeks to convey while simultaneously being motivated to learn and to increase the amount of subject matter actually learned. Illustrative examples include: (a) pupils can become more aware of the nature of the world of paid employment and simultaneously learn the importance of the basic academic skills for attaining success in the occupational society; (b) pupils can explore their interest in possible careers and simultaneously

learn why subjects they are taking in school are essential for success in those careers; (c) pupils can learn both about the free enterprise system and increase their skills in basic mathematics if the mathematics problems they are given are related to free enterprise concerns; (d) pupils can increase their reading effectiveness by reading about careers in which they have expressed interest while simultaneously learning more about those careers; (e) pupils can be motivated to learn foreign languages more effectively if teachers use examples of how people use foreign languages in their work as part of the teaching/learning process; and (f) pupils can learn decision-making skills if an activity-oriented approach to teaching is utilized that demands students to make decisions" (Hoyt, 1978, p.13).

Administrative leadership is a primary key to successful infusion. Involving all staff, parents, and community in the infusion approach means that the administrator must provide leadership, plan programs, and oversee public relations, and provide incentives and rewards for participation.

Stereotypical presentations in career education materials and information must be avoided. An important goal of career education is to reduce role stereotyping based upon sex, handicaps, and racial/ethnic background. In the process of relating values, needs, and strengths to a broad range of career opportunities, decisions concerning careers can be made regardless of one's status.

Since most sterotyping involves work roles, its eradication should be of primary concern to career education programs. Certainly one primary job of the schools is to teach the basic skills. However, it cannot be denied that while teaching basic skills, far more than facts are communicated to the students. In addition to the words and actions of teachers, curricula and instructional materials present specific notions of competence, success, and what is and is not desirable in many aspects of life. The principal, counselor, and teachers all serve as work role models.

Schools cannot assume sole responsibility for instigating or erasing racist or sexist practices or other forms of discrimination; but there is little doubt that schools can greatly influence the reduction of role stereotyping.

How can the administrator change staff attitudes and break free of stereotyping? The following are a few suggestions:

".Set up small group sessions for staff to examine their own concepts of masculinity and femininity, their value structures, their attitudes about race and socio-economic status and respond to these issues in everyday interactions.

·Work out written strategies to facilitate helping students overcome their own stereotypic race and sex attitudes.

·Examine existing materials and reconsider those which show women and minority group members in stereotypic jobs and roles, or which fail to adequately represent them.

·Seek out and use materials and adult role models which show that men and women can sucessfully fill nontraditional roles and jobs.

·Encourage young people to broaden their personal horizons and explore a wide range of career options; and suggest nontraditional jobs to both men and women." (Bridgeford, 1977, p. 17-18.)

Training Objective: Developing administrative skills for effecting change and promoting career education.

The administrator must be a "salesman of innovation" if school staff and community are to be receptive to the infusion of career education into the total curriculum. Administrators should clarify the relationship of various programs to the total organizational health and well-being of a school system. Those who do not are likely to see the proposal of a new program such as career education as having few benefits to the existing organization and to their own success as administrators.

Administering To Effect Change

Career education, like other educational changes, can be effected in a variety of ways. During administrative training, the following ways of effecting change should be addressed:

Assignment of leadership responsibilities to appropriate administrators. The structure of this assignment will depend to a great extent on the size of the school district. Guidance counselors, local vocational education coordinators, curriculum coordinators, and career education coordinators are key personnel to involve in addition to principals and superintendents. In Madison, a large district, it has been necessary to identify a Career Coordinator in each high school to maximize involvement of local school staff. In smaller districts LVECs and district administrators have been able to fill this role.

Involving staff or staff representatives from already established school committees. There is often a tendency to establish new committees, thus creating redundant efforts and alienating the members of existing committees who have an interest in career education and who view it as part of their domain for decision making.

Developing a system of incentives and rewards to promote involvement by all district personnel. The best method(s) of encouraging invovlement and participation in training will depend on the special circumstances of each school. Immediate incentives and rewards used by consortium schools have included meals, privileges, approval and support of peers and administrators, stature and recognition, and money. If the paying of stipends is a financial impossibility, then organizing release time can be a feasible approach. In some schools, offering college credit for in-service training has been the best method of encouraging faculty involvement. Important long-term incentives include: a) a more relevant curriculum, b) getting kids "turned on" to learning, and c) parental and community-wide support of and involvement in the educational process.

Initiating and Implementing Change

The superintendent is usually the leader who initiates change; the principal is usually the leader who has to implement that change through effective leadership.

Principals play key leadership roles in transmitting commitment and goals and in initiating changes which will facilitate the weaving of career education within the fabric of their schools. As Meister (1974) reported in her review of educational change literature, "the principal creates the climate for change through his effect on school purposes, morale, resources, charactor and spirit" (p. 17). Career education places the principal in a potential leadership role where it is neccesary to demonstrate innovative and adaptive behavior.

Grant Venn (1973) has called the principal the key person who must view career education from the following perspectives:

1. Education as the link between every individual and his future.
2. The nation's change from a stable, agrarian one to an affluent, changing, technological society.
3. The past efforts of vocational education in schools.
4. The social revolution that erupted in the last 3 decades.
5. How youth develop values, attain wisdom, and make the transition from school to society.
6. The influence of societal changes on schools.(p. 12)

Time

Effecting change takes time, and Madison has involved its district administrators in a time management workshop. The workshop was designed to aid administrators in managing their own time, and they were also encouraged to take back information to their local schools' teachers and students. Effective time management can be an important factor in the productivity of the administrator, and productivity in an underlying concept in career education.

Training Objective: Enabling school administrators to outline specific leadership roles in areas such as: 1) developing programs and services related to career development basics (decision making, etc.), 2) offering programs and services of an exploratory nature beyond the basics, and 3) integrating programs and services to provide a sequential, non-redundant program.

A strategic need among administrators is to differentiate between staff responsibilities and their own responsibilities and accountability, by neither leaving all responsibility for program development to staff, nor by assuming too many responsibilities that properly should be delegated.

Consortium members have found that clearly outlining role expectations is essential in operating effective career education programs. They have found the following to be helpful in outlining these expectations:

Periodically assessing needs and comparing these needs with existing programs and services. In some instances the expressed needs of students, staff and/or community may not appear very similar to administrative perceptions. Whether the differences involve communication and semantics, or value and attitude differences, it is vitally important to negotiate common elements when specific program activities are proposed. It is important that those involved see a link between their needs and program activities.

Involving guidance staff and academic teachers in the cooperative planning and implementation of new career education programs and activities. The Madison Pulbic Schools do this by providing summer extended employment to staff for planning cooperative inter-departmental programs. These programs in turn provide Madison students with new career education opportunities in areas such as career and self awareness, career decision making skills, using career centers, and resume/application writing and interviewing skills.

Establishing career resource centers which provide services beyond the basics. Each Madison high school has a Career Resource Center containing a wide variety of information on career and educational opportunities including the Wisconsin Career Information System (WCIS) computer and manual versions for student use. The centers are open daily with counselors, paraprofessionals, and volunteers available to assist students. These centers also provide a speakers directory, audio-visual resources, and simulation and interview activities. Implementing these centers is the responsibility of the principal, librarian, and budget planners. Paraprofessional guidance aids have been of great assistance in operating the Madison career centers. With their help, Madison has been able to organize, publicize and utilize career materials for maximum impact. Counselors have been freed for professional guidance and counseling responsibilities.

Career Education Leadership Teams (CELTs) and support groups composed of representatives from various K-12 levels, subject area departments, and administrative staff are featured in the plans of WCEC districts. A CELT is a linking mechansim which assumes responsibility for planning and implementing change. These teams have proved invaluable in integrating career education with existing programs and providing for non-redundant efforts. A leadership team is a cohesive group of people who help their members in areas of action, ideas, and human relations. A support system would consist of a network of groups within the school-community setting that will promote career education. In developing a support system, trustworthiness, openess, competency, power, status, and a willingness to take risks are qualities which personnel should possess.

Four basic functions of CELTs and support groups are:

Communication: they serve as a message relay system in the school-community

Problem-solving: groups can work together in an open and organized manner and have more potential for creative problem solving than the individual has.

Psychological support: regard, recognition, empathy, and other personal qualities can improve individual and group morale and commitment to action:

Facilitating implementation: task specialization and delegation of responsibility facilitate program implementation.

The Oregon (Wisconsin) Consolidated Schools provide one good example of a career education leadership team. In Oregon a trio of persons - the assistant superintendent for instruction, the director of guidance, and the local vocational education coordinator - forms the primary CELT. The assistant superintendent functions as head of the team. This leadership structure illustrates to all district personnel that career education is the responsbibility of everyone and not the sole provence of one special group. The Oregon CELT's leadership functions are numerous and include planning and conducting inservice programs and special workshops, guiding development of a curriculum guide and community resource directory, and working with advisory groups and task forces.

The Madison Public Schools (which received support from Title IV funds) provide another good example of the leadership team concept in a larger district. Details on how Madison uses the CELT concept appears on the following pages.

The organizational flow chart reflects the ongoing communications and working relationships between school, cluster, attendance area, district, and community groups in the implementation of career education. The discussion which follows includes suggestions for implementing the model. This model, operated with maximum involvement from sub-groups, and has multiple opportunities therein for leadership development.

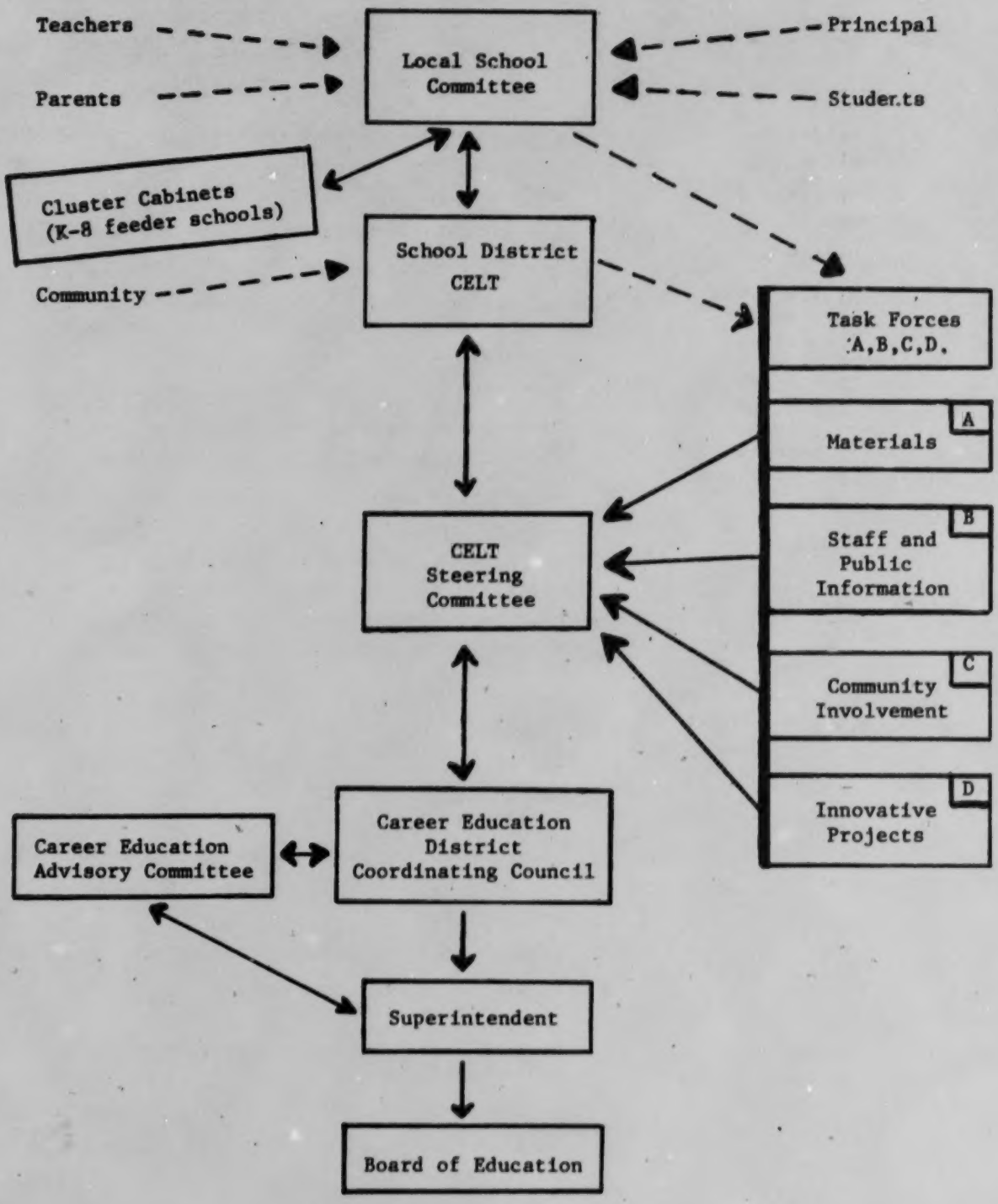

Figure 1. A model for career education leadership teams (CELTs).

STRUCTURE	SUGGESTED ACTIVITIES
I. BUILDING LEVEL	
A. Representative Committee 1. Meetings - monthly 2. Membership a. represent teams/ units b. provide for staff growth/ personnel	1. Understand and share CELT evaluation and structure. 2. Designate representatives to attend area CELT meetings. 3. Appoint representatives to task forces. 4. Formulate goals for the school year. 5. Members on cluster teams insure inclusion of career education at all meetings and coordinate building activities. 6. Plan appropriate staff development activities. 7. Encourage parental involvement. 8. Involve students in various appropriate activities. 9. Arrange for publicity to promote career education. 10. Conduct surveys. 11. Record minutes of meetings and send to steering committee. 12. Make recommendations to task forces. 13. Insure the ordering of materials budgeted through CELT.
B. Principal	1. Provide visible support to staff members participating in career education activities. 2. Encourage staff members to become actively involved in career education activities. 3. Attend building level career education meetings. 4. Visit classes to show support for career education activities. 5. Promote positive public relations via publications. 6. Facilitate parent involvement.
C. Parental Invovlement	1. Contribute to career education activities as resource people. 2. Become active in the representative committee. 3. Take advisory role in formulating programs and/ or goals. 4. Serve as a liaison between the committee and the community.

STRUCTURE	SUGGESTED ACTIVITIES
D. Student Involvement	1. Participate in various class and community activities. 2. Participate in appropriate committee meetings as resource people. 3. Help formulate a cumulative student profile. 4. Take an active role in publicizing career education activities.
II. K-12 ATTENDANCE AREA OR SCHOOL DISTRICT LEVEL	
A. CELT 1. Representation from each school 2. Organization of meeting calendar a. monthly meetings b. exact days places, times 3. Agenda planned and disseminated in advance 4. Reports and results of meeting to be taken back to building meeting 5. Cross level small group sessions at the meetings	1. Share ideas, including some from minutes of monthly building meetings. 2. Receive reports from task forces. 3. Support and direct development of student profiles. 4. Obtain input from various representatives of the business community. 5. Participate in visits and tours of community. 6. Record and disseminate minutes, including attendance by school. 7. Evaluate the year's CELT meetings and district program.
B. Community, Parent and Student Members	1. Provide resource information. 2. Give input and support for the program.
III. STEERING COMMITTEE	(Each member will be assigned specific functions.)
A. Chairpersons of task forces B. Administrative representation	1. Meet monthly. 2. Prepare agenda and schedule CELT meetings 3. Develop and set policy.

STRUCTURE	SUGGESTED ACTIVITIES
C. Central Office representation	4. Coordinate CELT activities.
	5. Prepare budgets.
	6. Structure and monitor task forces.
	7. Receive and monitor from building committees.
	8. Acknowledge exemplary activities.
	9. Send a monthly report covering CELT activities to area director.
	10. Make decisions regarding extended employment.
IV. TASK FORCES	
Membership from building and/or area committee(s).	
Chairperson becomes member of steering committee.	1. Disseminates agenda, sets meetings.
	2. Conducts meetings.
A. Materials	1. Evaluate and recommend materials.
	2. Monitor use of materials.
	3. Prepare proposals.
B. Staff and Public Information	1. Act as resource for inhouse committees.
	2. Prepare articles for publication.
	3. Coordinate activities with business community.
	4. Organize programs for community use.
C. Community Involvement	1. Pilot resource use survey.
	2. Establish and pilot resource data bank at one or more schools.
	3. Provide for evaluation of pilot program.
	4. Work on liaison with appropriate community groups such as Business and Education Coordinating Council, parent advisory groups, Chamber of Commerce, etc. to maintain data bank.
	5. Coordinate efforts with staff and publications committee.
D. Innovative Projects	1. Determine and coordinate the appropriate use of experimental materials.
	2. Promote the use and continued development of innovative learning activities.

Training Objective: Developing skills necessary to plan and manage a comprehensive career education program.

In assisting administrators to develop planning and management skills for career education, member schools of the Wisconsin Career Education Consortium have found it advisable to address the following topics:

- initiating, conducting, and using results of local needs assessments
- developing a local plan for career education
- reviewing exemplary strategies for integrating career education with guidance and instructional programs
- sources of funding for career education
- allocating available resources
- planning staff training activities
- evaluating career education efforts

A very important initial step in planning a comprehensive career education program is for administrators to secure endorsement of career education from the school board. If the board is to endorse career education they must understand what it is. Consequently administrators should take the initiative to provide the board with as much information regarding career education as the board feels it requires.

Administrators in the Kimberly and Weyauwega-Fremont School Districts organized a joint training program for school board members, administrators, and guidance and special education staffs. Two Saturday sessions occuring several weeks apart were held at a location equidistant to both districts. The training agents were experienced career education practitioners from the University of Wisconsin-Oshkosh and the Sheboygan and Fond du Lac School Districts. The program focused on defining career education, career education in historical perspective, strategies for infusion, and strategies for community collaboration. General sessions for all participants and smaller group sessions for board members and other groups were included in the agenda.

Printed Resources

Administrators can often develop their skills in planning and managing career education by obtaining and reading materials available from other school districts and the Department of Public Instruction. Among these materials are Volumes III, IV, and V of the Wisconsin State Plan for Career Education. These volumes cover guidelines for local plans, resources, and

evaluation respectively. Reviewing exemplary local plans and evaluation reports from other districts may also provide administrators with insight into planning and managing a comprehensive career education program.

Conferences

Career education conferences and career education sectionals at other professional development conferences provide excellent learning opportunities for administrators. Administrators in consortium districts are encouraged to attend these whenever possible and appropriate, particularly when the presentations involve highly experienced administrators as they often do. Knowledge and skills gained at conferences should be shared with other administrators and staff upon return to the district.

On-site Visits

Administrative exchanges and visits to other districts can also provide administrators with excellent opportunities to learn new approaches to planning and managing local career education efforts. For example, the curriculum coordinator and two principals in Port Washington learned more about career education planning and management by attending a meeting of junior and senior high school administrators in Sheboygan who had more experience in administrating career education.

Formal Courses

Some school administrators may want to enroll in one of the graduate credit courses offered by the University of Wisconsin system campuses. Within the consortium, a team of three elementary school principals and the district curriculum coordinator in Port Washington, plus other administrators from Sheboygan, have taken the UW-Oshkosh 3 credit course titled "Leadership Training in Career Education." This course helps participants develop skills in a variety of leadership areas. Specific course objectives are·

1. To develop activites and techniques which will eliminate sex stereotyping in career choices.
2. To develop the proper sequence of career education activities in grades K-12 to assure reinforcement and to eliminate unnecessary repetition.
3. To develop a knowledge of the many resource available in career education.

4. To develep locally prepared career education materials.
5. To develop a system of continuing in-service programs for personnel entering the school system.
6. To develop a communications program for parents and other persons in the school community.
7. To develop a program to meet the special career needs of the exceptional child, including the gifted and talented, the handicapped, and the dropout.

The class meets weekly for 14 weeks. Normally a 1½ hour session after school for all participants is scheduled. The participants spend another 2 hours or more working on various projects within their own district.

Other courses are taught by UW-Stout and UW-Whitewater. The UW-Whitewater course is an Educational Telephone Network (ETN) course. The ETN has phone hookups in many state and local government units throughout the state. Consequently, most administrators, even those in remote areas, have only a short drive to the nearest ETN station. Access to state and national resource persons in facilitated by the ETN format.

Training Objective: Developing skills which will help school administrators to function as links between school and community in the delivery of career education to students.

Since collaborative efforts with the community are not always the norm of operation in many school districts, consortium school districts have found that intital meetings and dialogue between school and community representitives may be met with apprehension by both parties. To foster success in these efforts, consortium members have found it advisable for administrators to:

-Establish ground rules which provide a positive approach to solving mutual problems and collaboration. It may be necessary to "clear the air" by expressing concerns in initial meetings. but this atmosphere should be replaced quickly with a positive, goal-oriented process.

-Establish by consensus the goals and responsibilities of the group; deliniate which decisions belong to educators, to business, and to both in partnership.

Administrators are important catalysts in community-school collaboration and should develop a full awareness of community resources which are available to the school. This can be accomplished through both formal and informal contacts. In most consortium districts, administrators make formal on-site visits to local businesses to meet with executives and employees. Similarly, administrators host visits by community and business leaders to the schools to acquaint them with the schools' career education efforts and to help them identify ways in which they feel they can best collaborate. Details concerning these training activities (as they have been implemented in districts such as Madison, Oregon, Sheboygan, and Watertown) are contained in the WCEC's report titled Training In Community-School Collaboration for Career Education.

Informal conversations among administrators and business representatives can also help administrators in their role as a link between school and community.

Administrators in Madison have been coordinating efforts to design the high school of the future. Staff, parents, students, and community are represented on the study committee which is giving important consideration to the career planning needs of students. One recent high school of the future workshop dealt with the role and potential of experiental learning. Leaders from the district high schools engaged in organized brainstorming and formulated some tentative recommendations regarding the role of experimental learning in the high school of the future. The agenda and worksheet for this workshop, as well as a detailed summary and list of "next steps," appear in Appendix C. The organized brainstorming approach could be used to train and involve administrators in others aspects of community-school collaboration as well.

Many Madison administrators have developed community-school collaboration skills through participation in a professional advancement course titled "Business and Society Seminar." The annual workshop provides an indepth look at the Madison business and industry community and opportunities for local business people and educators to share their views and discuss collaboration. The agenda from the fifth annual seminar held in the summer, 1978 appears in Appendix D. A description of the seminar follows the agenda. Other districts may wish to design similar seminars for both administrators and staff.

Madison's Business and Education Coordinating Council (BECC) has also been instrumental in assisting administrators to function as links between school and community. A collaborative group such as the BECC can provide

administrators with a wealth of information concerning the American enterprise system and community resources which can be used to encourage realistic career development and decision making for all students. The Chamber of Commerce and the Madison Public Schools jointly provide funding for a full-time staff person who coordinates BECC related activities in the schools. A job description for the Business and Education Coordinator appears in Appendix E. Other schools may wish to identify a similar leadership role.

Bibliography

American Association of School Administrators. Career Education: A Guide for School Administrators. Arlington, Virginia: 1973.

Benson, Arland. Implementing Career Education: Planning and Management. Roseville, Minnesota: Roseville Area Schools, 1977.

Bridgeford, Nancy , Marilyn Clark, and Larry McClure. Directions in Career Education: Questions People Ask About Education and Work. Washington, D.C.: National Institute of Education, 1977.

Evans, Rupert N. "Career Education and Vocational Education: Similarities and Contrasts." Washington, D.C.: U.S. Office of Education, 1975.

Goldhammer, Keith, and Robert E. Taylor. Career Education: Perspectives and Promise. Columbus, Ohio: Merrill Publishing Co., 1972.

Herr, Edwin L. and Stanley H. Cramer. "Conditions in Education Calling for Reform: An Analysis." Washington, D.C.: U.S. Office of Education, 1977.

Hoyt, Kenneth B. "Monographs on Career Education" series. Washington, D.C.: Office of Education, 1975-78.

"A Primer for Career Education" (1978)
"Career Education for Special Populations" (1977)
"Career Education and the Business-Labor-Industry Community" (1976)
"Community Resources for Career Education" (1976)
"Perspectives on the Problem of Evaluation in Career Education" (1976)
"Teachers and Career Education" (1976)
"The School Counselor and Career Education"

K-12 Guide for Integrating Career Education with Local Curriculum. Madison: Wisconsin Department of Public Instruction, 1978.

Meister, Ellen H. Relationships Between Leader Behavior and Change, As Operationalized in Career Education Institutionalization. Doctoral thesis, University of Wisconsin-Madison, 1974.

Meyer, Robert S. and Arlys E. Gessner. Wisconsin Career Education Needs Assessment and Survey of Resources Handbook. Madison: Wisconsin Department of Public Instruction, 1977.

Pacific Consultants. Dimensions: A Catalogue of Ideas Relating Education to Work. Washington, D.C.: U.S. Office of Education, 1978.

Stadt, Ronald W., et. al., Managing Career Education Programs. Englewood Cliffs, New Jersey: Prentice-Hall, 1973.

Super, Donald E. "Career Education and the Meaning of Work." Washington, D.C.: U.S. Office of Education, 1976.

Venn, Grant. "Career Education in Perspective: Yesterday, Today, and Tomorrow." National Association of Secondary School Principals Bulletin, No. 371 (March, 1973), 11-21.

Wisconsin State Plan for Career Education. Madison: Wisconsin Department of Public Instruction, 1978.

Volume I - Instruction
Volume II - State Level Plans
Volume III - Guidelines for Local Plans
Volume IV - Resources
Volume V - Evaluation

Joint-Administrative Staff In-service

Oregon - McFarland

Meeting Format

11:30 - 12:30 - Luncheon

12:30 - 1:00 - Career Ed. - "Where Is It, Where Is It Going"

Jim Augustin - Consortium Project Assistant

1:00 - 2:15 - As An Administrator, Do I Believe In Career Ed.?

Eileen Scott - Area Director, Madison Area Vocational School, Watertown

2:15 - 2:30 - Break

2:30 - 3:45 - Career Ed. Ideas For Your School - They Work!

Al Stessman - Director, Career Education Sheboygan Public Schools

3:45 - 4:20 - Small Group Tape Preview (Shawano model for individual training)

4:20 - 4:30 - Wrap-up

Carrer Education Inservice Evaluation

Please take a few minutes of your time to answer the following questions on the inservice session in which you have participated. Your responses will be tabulated with those of the other participants in order to assess the value of this training and help plan future training in career education. Place a check mark in the space which best describes your response to each question.

	Very Helpful (1)	Moderately Helpful (2)	Slightly Helpful (3)	No help (4)	Undecided (5)
1-5 How helpful was the workshop in					
1. promoting an exchange of career education ideas among participants?					
2. developing your understanding of the elements of career education?					
3. developing your awareness and understanding of the reasons why career education is needed for the students in your school?					
4. promoting the integration of career education into the curriculum at all grade levels?					
5. developing a better understanding of your own particular role in career education?					
6-13 How helpful were the workshop components in gaining a better understanding of career education? Please indicate any specific components rated in the categories below?					
Speakers 6. _____					
7. _____					
8. _____					
Printed Materials 9. _____					
10. _____					

11.-13. How would you rate each of the following aspects of the workshop?

	(1) Excellent	(2) Good	(3) Fair	(4) Poor	(5) Undecided
11. Planning and organization.					
12. Productivity.					
13. Overall quality.					

14. How will results of the workshop be implemented in your work with school staff members?

15. Additional comments:

A

CAREER EDUCATION

TRAINING/RETRAINING

PROGRAM

FOR

SCHOOL ADMINISTRATORS

PRODUCT
OF

WISCONSIN CAREER EDUCATION
CONSORTIUM PROJECT

Shawano-Gresham School District
Partner Schools:
St. James Lutheran Parochial
Sacred Heart Catholic Parochial
Shawano

Local Project Director:
Fred Ponschok

January, 1978

INTRODUCTION

The purpose of this Training/Retraining Program is to improve the competencies of school administrators in Career Education. These competencies may be in the areas of developing a facilitating climate for Career Education; in providing leadership and support through affective allocation of personnel, time, and money; and in training and motivating staff to incorporate Career Education with the ongoing guidance and instructional programs. Competencies might also be improved in other related school areas and extend into the home and community as well.

To accomplish this task, administrators are exposed to key facets of Career Education as presented by notables in the field through a series of cassette tapes. Correlated activities are integrated along with this activity to provide additional means to meet the objective of the program.

Evaluation of the program is based upon the responses of the trainees before, during, and after the program is completed.

Twenty-four tapes are included in the program. The content of each tape was reviewed. A resume was prepared for each one to provide additional accommodations.

The training program consists of two parts; Phase I and Phase II. Phase I consists of tapes that are recommended for each participant. Phase II consists of tapes that can be selected on a need basis. However, the selection of tapes were made by a local assessment. Other school systems contemplating the use of this training plan may want to select different tapes, limit the number of tapes, have a one phase program or make other changes to modify the program. The tape resumes contain a suitable amount of content for assessment purposes.

NOTE: In addition to the training plan format, this packet contains the following materials:

(1) Address of tape publisher
(2) Sample administrator feedback form
(3) Tape resumes Phases I and II
(4) Evaluation instruments

TO THE TRAINEE:

The training program in Career Education has been developed with administrators' recommendations included. You can look forward to a very rewarding experience.

Please follow the presented plan as you proceed through the program.

Complete pre evaluation instrument (Item I) and return it to the coordinator of the program.

PHASE I

1. Read one resume of the ten tapes selected for Phase I
2. Obtain tape from distribution location (one or more)
3. Listen to tape
4. Complete feedback form
5. Return form to coordinator
6. Return tape to distribution point
7. Continue with this procedure until you are finished with all ten tapes included in this Phase

NOTE: A suitable means to control the tapes can be provided through school libraries. Corrugated tape containers are adequate management tools.

PHASE II

1. Review the resumes of all the tapes in this phase and select the ones you feel would best meet your needs.
2. Obtain tape from distribution location (one or more)
3. Listen to tape
4. Complete feedback form
5. Return form to coordinator
6. Return tape to distribution point
7. Continue with this procedure until you are finished with all the tapes you have selected in this Phase.

Complete post evaluation instruments (Items I and II) and return them to the coordinator of the program.

Pat yourself on the back.
You need to be commended for your time, effort and concerns to improve your Career Education competencies to make education and the process more relevant in the schools, home and community.

The results of the training program will be shared with you at some future event.

SUGGESTED PROGRAM SCHEDULE

These meetings are sequenced to a monthly administrators' meeting schedule. Only a minimum amount of time is needed at these meetings to coordinate the program.

Meeting I Implementation	Orient participants to Phase I of Program Distribute materials Complete pre evaluation instruments Distribute tapes to location points
	Participants proceed to complete activities for prescribed tapes
Meeting II	Discussion of preceding activities
	Continuation of activities
Meeting III	Collect feedback forms Orient participants to Phase II of Program Distribute materials Distribute tapes to distribution points Discussion of preceding activities
	Participants complete activities for selected ten or more tapes
Meeting IV	Discussion of preceding activities
	Continuation of activities
Meeting V	Collect feedback forms Complete post evaluation instruments Discussion of total program
	Prepare program evaluation
Meeting VI	Discussion of program outcomes and other items

FEEDBACK FORM

CAREER EDUCATION TAPE SERIES

NAME _____

POSITION:

- ☐ Superintendent
- ☐ Director of Instruction
- ☐ Principal
- ☐ Assistant Principal
- ☐ Curriculum Coordinator
- ☐ Other _____

TAPE NUMBER _____

TAPE TITLE _____

Briefly describe how this tape will improve your competencies in the administration of Career Education.

PHASE I

CAREER EDUCATION

CASSETTE TAPE SERIES *

	PAGE
☐ Tape 1 - "Career Education: What It is and How to Do It"	1
☐ Tape 2 - "The Case for Career Education"	2-3
☐ Tape 3 - "Issues in Career Education"	4
☐ Tape 8 - "Career Education and Career Choices"	5-6
☐ Tape 12 - "The Parent in Career Education"	7
☐ Tape 15 - "Answering the Critics of Career Education"	8-9
☐ Tape 22 - "The Business-Labor-Industry Community"	10
☐ Tape 26 - "Career Education and the Marshmallow Principle"	11-12
☐ Tape 27 - "Career Education and the Teaching/Learning Process"	13-14
☐ Tape 28 - "Who Is A 'Good' Teacher Today?"	15

* These tapes are available from: Olympus Publishing Company
1670 East Thirteenth South
Salt Lake City, Utah 84105

"Career Education: What It Is and How To Do It"

A good basic explanation of the total education program dealing with:

A. Reason for program

1. What public expects of education
2. What it is and how it works
3. What the aims are
4. How it will succeed

B. What the basic assumptions and concepts of career education are

1. When it starts and how long it continues
2. What student should have when he leaves school
3. How career education encompasses all areas of curriculum, counseling, world of work, etc.
4. Roles of various people in career education

C. Components of career education

1. All teachers at all levels to teach work values as well as relationship of subject matter to world of work.
2. Formal vocational skill training - any class may be considered formal vocational skill training for certain individuals
3. Active efforts of labor and business community to provide opportunities for students as well as teachers and counselors to participate in work experiences
4. Career development programs as regards the development of self
5. Home and family are an inherent part of the program. It is the home where the work values are first taught.

"The Case For Career Education"

A. Why it came into existence

1. It is a societal crisis - not only a school crisis
2. Societal difficiency exists - work values do not exist - concept of work no longer holds meaning in lives - are unhappy, discontented and bring problems to society.
3. Welfare roles are growing at a record rate - currently including many who make no effort to obtain work.
4. Many are seeking personal happiness thru other means than work
5. Employers are increasingly getting unhappier with work attitudes of employees and their level of work
6. High productivity is due more to technological advances rather than diligence of employees
7. Other nations are gaining ground on the U.S. in the production of both goods and services
8. Classical Protestant work ethic for many of our citizens no longer represent an acceptable set of reasons for working
9. Concept of work no longer holds personal meaning or meaningfulness for many of our citizens

B. Basic Human Needs

1. Achievement
2. Accomplishment
3. I have done something
   "To hunger for use and to go unused is the greatest hunger of all." Lyndon Johnson

C.

1. Many go to work and get by so that they can go somewhere else to get satisfaction.
2. To many, work is making a living and nothing else
3. Youth unemployment is on the increase
4. Non-white unemployment is on the increase
5. Too little action on these problems
6. Education and work need to be closer - very little action has been taken

D. Education

Conditions existing in schools clearly related to loss of work values.

1. 80% of students enrolled in a college entrance or general program for diploma when according to acturial studies less than 20% of jobs require a college degree. This holds true in community colleges as well as regular colleges.
2. A college degree represents the shortest and surest route to success - a myth. Thus thousands are in college and have no clear cut goals. A college degree does not assure success unless you have a skill. Many are enrolled in college as an alternative to work. The dropout rate as well as flunk-out rate in college is not stable of all - 50% will never attain a degree.

3. School for schooling's sake - still exists - each teacher preparing students for next grade; instead of preparation for something it is a preparation for more education - students see no relationship between what they are asked to learn and the world around them.
4. Students are not introduced to work values nor are they trained in work values
5. Students want a better world but we have not shown them how to accomplish it.

E. Definition

Career Education represents the total effort of public education and the community to help all individuals to become familiar with the values of work oriented society - to integrate such values into their personal value structure and to implement some set of work values into their lives in such a way that work becomes:

1. Possible
2. Meaningful
3. Satisfying to each individual

F. Objectives of Career Education

1. All people in U.S. should want to work
2. All people in U.S. should acquire necessary skills to work
3. All people in U.S. should perform work beneficial to society and satisfying to themselves

G. Components of Career Education

1. Same as Tape 1 only more detailed as to explanation

"Issues In Career Education"

A. Making major changes in education without injection of massive federal funds - career education must survive with own merits.

B. Career education seeks change because it is important to change - there is much agreement in career concepts - however, there are issues on which there is no consensus of agreement.

Issues

A. Goals

1. School satisfaction
2. Job placement - paid employment
3. Making work possible, meaningful and satisfying for oneself as well as others- this includes non-paid employment e.g. housewives, etc.
   N.B. A combination seems the answer

B. Who will pay for career education?

1. It will require time, commitment and money
2. Federal Government and Office of Education take money from other areas for career education - weaken some but not strengthening others - redirection of funds
3. State and local funds - if it is good, they will support it - revenue sharing
4. No additional funds - enough spent now - evaluate current dollar - eliminate activities, etc.
   Greatest appeal to general public and businessmen
5. A compromise between local, state, and federal seems in order

C. Who will control Career Education?

1. Those who pay for it
2. In hands of educators
3. Parents, labor-business community, and school should share responsibilities - Partnership.

D. Who will be involved?

1. All classroom teachers at all levels
   a. Elementary teachers very supportive
   b. secondary teachers not very supportive in the idea - feel that subject is not involved; some teachers feel that they are only there to help students get ready for college
   c. career Education Director
   d. Inservice for teachers and administrators
   e. Teacher education institutions
   f. Labor-business community

N.B. Too few seem to be involved and not all agree as to their involvement.

TAPE 8

"Career Education and Career Choices"

"Career education is designed to give every youngster a genuine choice as well as the intellectual and occupational skills necessary to back it up. It will begin as early as kindergarten."

"In the quest for relevancy in education nothing is more pertinent than providing every youth with the capability to make intelligent career decisions and the opportunity to prepare for entry and progress in such careers. Central to this belief - that career decisions must be made by sensible choice rather than by haphazard chance is the proposition that public education from kindergarten through college must set about making arrangements of organization and institution that will meet such needs."

A. Goals for career choice and guidance.

1. They lie in its process not in its end results
2. Not <u>what</u> he chooses but <u>that</u> he chooses.
3. Individual freedom to choose
4. "If I were you" approach is ridiculous
5. Do not choose for him - let him choose or not choose as he pleases
6. Give him foundation he needs to make an intelligent choice.
7. Assistance must be given in making decisions:
   a. all opportunities
   b. all about himself
   c. choice must represent a reasonable balance
8. The right to change a choice is as inherent as making a choice in the first place. In a rapid changing society it is almost inherent that there will be many choices.

B. Process of Career Choice

Viewed in context of vocational guidance.

1. A process of helping a person to develop and accept an integrated and adequate picture of himself and his role in the world of work - to test this concept against reality and to convert it into reality with satisfaction to himself and benefit society.
2. A good decision is one in which the decider considers alternates and probabilities and is willing to accept the responsibility for his consequences.

N.B. All this begins very early in life and continues through his lifetime.

C. Questions to be asked in Process of Decision Making.

1. What is important to me?
   a. personal work values
   b. interest
   c. income
   d. education investment
   e. variety
   f. leisure time
   g. security
   h. prestige
   i. other personal reasons

N.B. In other words <u>Life Style</u>

2. What is possible for me?
   a. alternative
   b. educational
   c. vocational

3. What is probable for me?
   a. At what can I succeed to give satisfaction for myself and benefit to society.

D. All deal with value systems.

E. It all depends on the individual - how he can assimilate all data and make a wise decision.

F. Current need for career guidance movement.

1. We need occupational awareness programs for elementary students that concentrate fully as much on helping students acquire a set of work values as they do in helping students know about occupations.
2. We need vocational exploratory programs in Middle and Jr. High Schools that truly allow students to try out various occupational areas in r'ni-courses, mini-labs, and mini-job experiences - variety should not be limited.
3. We need more flexible means by which <u>any</u> student beginning at 7th grade and even lower can enter vocational education classes. No limitations.
4. We need increased flexibility in scheduling vocational education classes - 3 hours block is not consistent with current motivation pattern - need shorter units with quicker indications of success - quicker movement from one area to another.
5. We need Senior High programs of Vocational Education that are comprehensive in nature and available to <u>all</u> youth (15 clusters).
6. We need occupational competency tests that are applicable to students at all levels and adequate credit should be given to them.
7. We need residential vocational schools for disadvantaged city youth outside of this own neighborhood yet within their own city.
8. We need a system of vocational schools operating at post high school level - all statewide - every student has a right to go to any school regardless of where he lives.

TAPE 12

"Parent in Career Education"

Parents are a potentially powerful force to bring about change in education. It is their right and responsibility. Parental approval is not enough - involvement is necessary and essential.

A. Necessity for parental involvement

1. Can help in work values and habits by strengthening them in the home. Need to give meaning to the value that work is good and not a penance.
2. To be able to see the many options for career goals - all options according to aptitude and interests - parents should not force stereotypes on children. Prestige too often influences career choice and children need freedom to choose.
3. Seek to avoid hierarchial attitude towards job e.g. a doctor is better than a plumber. No occupation is superior to another. It all depends on what the individual wants.

B. Suggested parent activities

1. Volunteers - only use them when they are needed
2. Have students interview parents as regards parental occupations
3. Ask parents to volunteer props for use in career education activities. Particularly useful at elementary level.
4. Ask parents to serve as occupational resource person.
5. Ask parents to serve on career education advisory committee.
6. Ask parents to allow children to spend a day of work with them.
7. Ask parents to allow teachers to visit them at their work place.
8. Ask parents to participate in the school's placement program.
9. Ask parents to participate in students' field trips to business labor community - serve as volunteers for transportation, etc.

C. Questions parents raise regarding Career Education.

1. Why are you teaching about careers?
2. Why are you trying to get my child to enter vocational education?
3. Why are you trying to make my child choose an occupation?
4. How can my child learn when he is not in school but on trips?
5. How can my child learn when it is so noisy in the classroom?

D. Helping parents to teach <u>work values</u> and <u>habits</u>.

1. Home must be a work place for <u>all</u> not only mother.
2. Schools can prepare a list of work habits for the house.
3. Schools must communicate work values of present social order to parents.
4. In-service education to parents by school.

Effective career education cannot be conducted unless parents are involved.

"Answering the critics of Career Education"

A. Not numerous but very vocal.

B. Several articles have been written attacking Career Education. All are antagonistic in nature.

Criticisms (5 are legitimate and 3 are phoney)

Legitimate

1. Career education has not been clearly defined. Too many definitions. The Office of Education does not even have a definition of education, curriculum, etc. A single specific definition is not in order at this time. All the definitions help in speaking about it and finally we will gain a better understanding of it. All the definitions now presented do have many commonalitie
2. Career education invites external control of the school. These people feel that parents and the business labor community will take over. We have always said that education is more than school learning. We also need the resources of parents and the business labor industry community. Those of us in formal education do not know all the problems of the business labor industry community and we will not learn them unless they are brought into involvement and collaboration with the schools. Education can not be isolationism.
3. Career education will lower educational standards. They fear that if more option are opened up the students will not take academics. Career education, however, places special emphasis on basic education by showing students starting at the elementary level how these subjects help in career choice.Thus it encourages higher standards of learning. Many youth have been turned off by schools whose standards have been based on college entrance. We must begin to have confidence in students if they are given the options to choose programs they will make a good decision and not copout. A program requirement is different from a required program.
4. Career education is anti-intellectual in nature and goals. Career education is not against intellectualism but against intellectual snobbery. Educational goals are very important in career education - all they ask is that students can see the value of every subject matter as it related to their career. Career education wants the academics to be involved in its goals.
5. Career education is anti-humanistic. It is just the opposite. Work is to be a conscious effort to productivity for the satisfaction and benefit of one's self and/or for one's fellow man. This is a humanistic concept. Career education knows that at present there is much dehumanization at the work place and the wish to change this as much as possible. Career education is based on work values.

Phoney

1. Career education has not proven that it will work. This is too early to be valid. With a movement as huge as this it will take at least a generation before a group that will have gone from kindergarten until retirement can be evaluated. There seems to be more involvement by community, teachers, and administrators in career education. It is way too early too make such a statement as critics are making. What we have done in the past has not worked in a changing society and so some changes must be made.

2. "We don't believe you". All we can do is show what we wish to do and what we are doing. This is hard to answer.
3. Use one experience of a reported career education practice to question the total program. This is taking an isolated instance and magnifying it. Hard to answer.

"The Business - Labor - Industry Community"

N.B. Much is rephrased from other tapes

Career Education and the above mentioned community need each other.

A. Basic Needs - nature - goals.

1. Career education is a collaborative effort.
2. World of work and world of education is out of kilter.
3. We have undereducated (frustrated) and overeducated (bored) workers.
4. Technology and rapid change makes change necessary for a broad basis of skills as well as specific skills to enter the world of work.
5. Adaptability skills (career education seeks them for all students at all level:
   a. basic academic skills
   b. basic work habits
   c. basic work values (Why should I work?)
   d. knowledge of work, work environments, and occupations, Economics, labor movements, free enterprise, etc.
   e. career decisions making skills - can be learned by almost all persons. All persons are involved.
   f. Job seeking, getting and job holding skills, and to practice them in real or simulative situations.
6. Job specific skills
   a. Career education aims to make educational preparation for work - a goal for all who teach and all who learn - by the time students leave the educational system they will have some specific skills to enter the world of work.
   b. Career education seeks to call national attention to disparities between availability of vocational skills training available to youth and entry occupations available in the world of paid employment.
   c. Career education in emphasizing entry job skills for school leavers. It tries to bring equal emphasis to vocational training opportunities existing outside of formal education.

B. Business - Labor - Industry Community (7 examples of action)

1. Serving as resource persons in classroom at all levels of education.
2. Providing observational work experiences to students as well as educators.
3. Provide expert knowledge and consultations to teachers about the nature of work - changing nature of occupations; learning opportunities within the community; principles of free enterprise system; and organized labor movement.
4. Provide collaborative system to help school leaves to make successful transition from school to work.
5. Provide effective ways to humanize work environment.
6. Be active in encouraging educators and educational system to change in ways consistent with career education concept.
7. Engage in efforts to work with educators in providing youth and adults ways to make better use of leisure time.

TAPE 26

"Career Education and the Marshmallow Principle"

A. Principle are maxims and unlike laws do not always hold true. Still they are useful in helping with day to day problems.

B. Career Education is in need of such a principle.

C. The Marshmallow Principle

1. External pressure exerted on an organization to change its basic structure will for as long as that pressure is applied cause the organizational structure to bend and to assume a new shape. Once the pressure is removed the organization will reassume its original form, shape, and substance. Basic change in an organizational structure is accomplished only when the key functionaries within the organization make an internal committment to change.
2. When applied to education it means that the key functionaries are the teachers. If education is to change the change must be made by the teachers in the classroom.
3. Career education has as it's major goal "Preparation for Work". This then must be a major goal for all who teach and all who learn at all levels of American education.
4. If this can be done it will serve the needs of students and society. This will be a basic change.
5. It is a permanent change and not a temporary one.

D. How to apply the Principle to help youth understand the World of Work - a call to change relationships of the school and the World of Work.

1. Many organizations have attempted to make this change - Jr. Achievement, Boy Scouts, Girl Scouts, YMCA, YWCA, Chamber of Commerce, American Telephone Co., General Electric, Rotary, Kewanis, and many more.
2. National Government is also very active.
3. None have, however, been aimed at the reform of education but only serving as resources and giving data to schools and youth. They also hoped by their efforts to change internal conditions of schools but was not their primary goal.
4. These organizations have 3 broad options in respect to career education.
   a. career education could be ignored
   b. career education could be concerned as an internal effort of education
   c. career education could be perceived as a collaborative effort with these organizations. It is hoped they choose this one.
5. In education this cooperative effort has been limited to vocational education level in high schools.
6. However, it has not succeeded in changing the basic structure of the system as a whole.
7. Career education has raised these basic questions in its efforts to stimulate the basic educational reform.
   a. Why should only vocational education be considered "hire" education?
   b. Why should Career Guidance be considered a unique function of only professional counselors?
   c. Why should education as preparation for work be limited to paid employment?

d. Why should work experience be considered a program of a minority of students, instead of a general education methodology available to all students?
e. Why should not education as preparation for work be concerned with adaptability skills for students required to help them cope with change as they are with specific job skills to help them enter the world of work

8. These internal elements within school systems have options:
a. they could ignore career education and hope it goes away
b. they could compete with career education and say that own is more important.
c. they could become an integral and essential part of this reform movement. Career education hopes it will be this one.

E. Basic strategies for educational reform being championed by career education.

1. Use public opinion polls and research data relating to current youth problems and societal needs as a rationale for reform.
2. Emphasize system wide need for career education at all levels. Reform is necessary throughout the entire system.
3. Utilize an infusion approach to reform; do not add on and leave the rest of the system as it is. Career education is a part of total program.
4. Don't even try to take over all of education. This is not the only goal of education. ("Preparation for Work") It does not seem to demean or detract in anyway any other goal of education.
5. Emphasize the four letter word "Work" in humanistic terms. It includes paid and unpaid employment.
6. Organize career education efforts around the process of career development. It covers the entire life span of a person. Based upon a philosophy of "Freedom of Choice" for all individuals.
7. Implement career education primarily around the teaching/learning process and not the career development process. Teachers must change into this process or career education will never succeed. How can the substantive content of many courses help the student prepare for the World of Work.
8. Allow teachers the time and opportunity to be creative. Career education does not believe in forcing canned programs on teachers. Each teacher is to use his own creative ability to achieve. Change cannot be ordered for teachers.
9. Allow teachers to sell themselves or career education. In most cases 15% are sold (use them as leaders); 15% are against, 70% are skeptic.
10. Provide key roles in career education for all professionals. It is hard to be opposed to something if you are a vital part of it.
11. Recognize the importance of collaboration of all resources. Education cannot do this reform by itself.

F. Seeming paradoxes

1. Career education defies a simple definition
2. Career education because it does not depend on a new breed of educational specialists runs the risk of having no constituents.
3. Career education because it does not cost much money runs the risk of low priority.
4. Career education, if successful, will help all previous external and internal approaches to the educational work dilema. It must have full support of all.

TAPE 27

"Career Education and the Teaching/Learning Process"

A. Career education is a collaborative effort of the formal educational system and the home as well as the labor, business, industry, and professional community. Career education is not something education can do alone - it must involve outside resources. All staff members must be involved in implementing career education. The classroom teacher, however, is the most crucial person to make changes.

B. Rationale for career education in the classroom.

1. Career education seeks to make education "Preparation for Work" as a major goal for all who teach and all who learn.
2. Increase relationships between education and work and the ability of individuals to understand and capitalize on those relationships. Adaptability skills and specific job skills are needed.
3. Increase the personal meaning and meaningfulness of work in the total life style of each individual. Work is not limited to paid employment but it also includes unpaid employment. (N.B. See definition of work from other tapes.) This also includes the work of the student as well as the teachers. Both have primary roles in the World of Work and we assume they both came to the classroom to work. Productivity as well as reduction of worker alienation among both students and teachers is important. Reduction of worker alienation should increase student and teacher productivity. In many cases students as well as teachers are alienated from work. Too many students do not like school and too many teachers do not like their work.
4. Common strategies diversed by industry to reduce worker alienation.
   a. Increase in variety of work assignment.
   b. Increase in the autonomy of the individual worker.
   c. Provide workers with the perspective of the importance of their work.
   d. Provide workers with more opportunity for close personal interaction.
   e. Provide workers with rewards for quality work completed on an on-time basis.
   f. Encouraging workers to use their own creativity and ingenuity in devising ways to attain deserved outcomes.

It can readily be seen that many of these strategies could be used in the classroom in order to reduce student and teacher alienation. Career education has always emphasized these strategies.

C. Use of career implications of subject matter as motivational devices.

1. An <u>instructor</u> imparts subject matter. A <u>teacher</u> is one who in addition to one who imparts subject matter is also concerned with helping students with reasons for studying that subject matter.
2. Teachers should show students how the subject matter is related to work. If this is done students should be more motivated to learn the subject matter. It should apply to all the students some of the time and it may apply to some students all of the time.
3. If work is both paid and unpaid employment, all subject matter should have career implications.
4. Presence of multiple goals of education for American education make it obvious that when one considers all that is taught in the classroom, large segments are taught for purposes of attaining others worthy goal of education and as a result have no direct career implications whatever. There is nothing wrong with this. In some cases there are no career implications where none exist. Should only stress career implications when they exist since it is only one source of the total program. Career education does not want teachers to take

time away from teaching subject matter but to use career education implications when they exist.

D. Expanding the perimeters of the teaching/learning process.

1. Students can learn in more ways than from books, in more settings than the formal classroom, and from more persons than the certified professional teachers.
2. It is time we rid ourselves of the false assumption that the best way to ready students for the World of Work is to lock them up in the classroom and to keep them away from the World of Work. Many learning opportunities exist in the broader community outside of the classroom and that if we make provisions for our students to learn in that broader community as well as the classroom perhaps our students will learn more. Resource persons can supplement the work by the classroom teacher. Many materials are produced which can be helpful in the classroom. The teacher who uses expansion of student opportunities for learning what the teacher is charged with teaching as a prime criterion for planning to the total teaching/learning process will almost surely find that more than the student, teacher, and book are involved.

E. Implications of career education as a part of the Philosophy of Today.

1. Career education urges the teacher to emphasize accomplishment, productivity, and outcomes for all students.
2. Good work habits - each student to try, do best he/she can, finish assignments, cooperate with others, come to work setting (classroom) on time. Reward the students who practice good work habits from early elementary school. These habits need to be an essential part of the educational system.
3. Every student has a right to know why it is important to learn what the teacher is trying to teach. Purpose of education must be preparation for something, for one or more life styles the student will play as an adult.
4. Teaching/learning process would be more effective if we emphasize success rather than failure. Give students credits for what they have done. Emphasizing failure turns off students.
5. Every teacher should be interested in and express interest in career aspirations of students. Every teacher should be concerned and involved with students' questions, "Why should I work?"
6. All groups, minority, male and female, have been stereotyped too much. Racism and sexism are still prevalent in schools and books as well as teachers themselves. Teachers must take leadership in helping solve this problem.

"Who is a Good Teacher Today?"

A. It is difficult to answer because of the wide variety of opinions.

B. It all depends upon "For Whom?" "For what students?"

C. It is also complicated by temporal constraints - a different answer 50 years ago and a different one 50 years from now. Education must be responsive to societal changes.

D. It is complicated by the fact that "Who is a good teacher?" differs considerably from "What is Good Teaching?" The latter can be answered by learner outcomes as a prime measure while the former can be answered by using other criterion.

E. It is complicated by personal value systems of those who ask the question. Some principals answer the question operationally by:

1. how quiet students are in the classroom
2. how seldom students are sent to the office
3. how well students like the teachers
4. only in terms of student academic achievement
5. some have combination of all of the above.

All that is being said is that personal value systems are involved.

F. The following are the opinions of Dr. Hoyt (his personal values and beliefs)

1. A good teacher today is intellectually competent and substantially committed. A good teacher is also an eager learner (independent study, participation in professional associations, changing lesson plans, enrolling in further courses, as a student, etc.) A teacher must not only be knowledgeable but also excited about his subject.
2. A good teacher is perpetually concerned with needs of students to learn the substantive content which the teacher seeks to impart and why it is important to learn that content for the student's life style now and in the future. Importance of this can be associated with any of the goals of education.
3. A good teacher today is concerned about his/her personal needs for professional stimulation and professional autonomy. The good teacher is also concerned with the dehumanization of the educational process. Educator can learn much from the business, industry and labor community about eliminating worker alienation so as to avoid it in the classroom. Worker alienation must be reduced for both students and teachers.
4. A good teacher will value more highly how much the student learns than how much credit the teacher gets in helping the student learn. Good teachers recognize and applaud the fact that students learn in many places in and out of school. They value the total amount of societal learning the student under goes. They value team teaching, teacher collaboration, community resources, and student involvement in community. The personal ego of the teacher will not stand in the way of utilizing all resources.
5. A good teacher values most highly his/her responsibility for making learning an exciting and valued personal goal for every student. A good teacher recognizes that each student is worth while and emphasizes and reinforces accomplishments.

PHASE II

CAREER EDUCATION

CASSETTE TAPE SERIES

	PAGE
☐ Tape 4 - "Rationale for Career Education"	1-2
☐ Tape 5 - "Elementary School: Bedrock for Career Education"	3
☐ Tape 6 - "Career Education: The Change Agent"	4
☐ Tape 7 - "Career Education and the Counselor"	5-6
☐ Tape 10 - "What the Future Holds for Work"	7
☐ Tape 11 - "Seven Secrets of the Success of Career Education"	8
☐ Tape 13 - "Common Sense about Career Education"	9
☐ Tape 17 - "Challenges for Counselors"	10
☐ Tape 18 - "Education and the World of Work"	11-12
☐ Tape 19 - "Career Education: A Crusade for Change"	13
☐ Tape 20 - "Implementation in the Senior High School"	14-15
☐ Tape 21 - "The Critics of Vocational Education"	16-17
☐ Tape 23 - "Career Education: What's Do-Able Now?"	18-19
☐ Tape 25 - "Next Steps for Career Education"	20-21

TAPE 4

"Rationale For Career Education"

A. In an interdependent technological society, development of competence to produce a fair share of commodities and services is a major objective of a realistic education.

B. Development of ability to earn income.

C. Pursue civilized leisure.

D. Be a productive citizen.

Rationale

1. Need for practice in career decision
   a. Very little opportunity given to students by schools to make decisions
   b. Students must make tentative decision at an early stage in life.
   c. Careers are built on a series of decisions either by chance, some planning, or a combination of both
   d. Many careers are not satisfactory to the person thus producing little for society
   e. More help must be given to make more valid occupational decisions

2. Motivation for learning materials in school curriculum
   a. "Learn it - it is good for you." This no longer motivates
   b. Material in classroom must show a social relevance as well as relevance to personal goals
   c. Subjects must make sence while they are learned

3. Importance of work to society
   a. No society can exist without work
   b. It should be one of life's rewards - a fulfillment
   c. Jobs have changes - less non-skilled workers needed
   d. People with no skills in many instances are no longer looking for work
   e. Some young people in a definite sub-culture see no value in work
   f. Must inculcate that "<u>all work</u> is dignified" and "<u>all work</u> is worthwhile."

4. Changing needs for workers
   a. Social tensions are increasing because people are not prepared to work in a highly technological society
   b. Jobs requiring little training are fast disappearing
   c. Occupational educational planners are a definite need

5. Need for preparation for work
   a. Must start early
   b. Fundamental work values
   c. Oral - communication - science - math skills
   d. Motivation
   e. Human relationships
   f. Retraining for general increase of competence and abilities for many jobs and not one specific job which may disappear when retraining is finished.

TAPE 5

"The Elementary School: Bedrock for Career Education"

A. Objectives of Career Education

1. Help all people who want to work.
2. Acquire necessary skills
3. Engage in work that is satisfying to the individual and benefits society.

B. Goals

1. Make work possible
2. Make work meaningful - to each individual
3. Make work satisfying

C. Five elements in the elementary schools

1. Emphasizing career implications in subject matter. Students must be made aware of the value of reading, communication, science, math, etc. to all careers. Basic education remains the basis for all occupations and students must realize it.

2. Making work meaningful to each person. Dissatisfaction with jobs is increasingly alarming not only among blue-collar workers but with white-collar workers as well. Multiple nature of work values inherent in a service orientated society must become a normal part of the motivation levels of youth beginning in the elementary school. If work is to become purposeful and meaningful to adults, it must become so to children who are in the process of growing up.

3. Teaching work habits. Work habits are different from work values. Productivity is related to work habits.
   a. Came to work on time
   b. Do every task to completion
   c. Try to do one's best
   d. Cooperate with one's fellow workers
   e. Recognizing the interdependence of workers in completing each project.

4. Acquainting pupils with the general nature of paid employment. Economics for work can readily be seen. "There ain't no free lunch." Unless most adults engage in paid employment the other aspect of non-paid employment could not exist for any length of time.

5. Teaching decision making skills. These are highly important.
   a. Job options
   b. Education and wish
   c. Job changes
   d. Expertise in looking at decisions and changing if necessary

"Career Education - The Change Agent"

A. Industrial Arts needs change - no more or no less than other parts of education

1. Industrial Arts people are concerned
2. Some, however, are resistant to change

B. Career Education can be the catalyst for such change

C. All changes are not desirable. Changes need planning and a change agent. Career education is the desirable change agent for Industrial Arts.

D. Commonalities of all definitions in Career Education and how it affects Industrial Arts. All:

1. stress careers rather than occupations
2. stress community involvement
3. stress coordinated program - early childhood through retirement
4. stress job satisfaction as well as economic rewards
5. stress education which is meaningful to students and which increase students' options and practices in decision making
6. stress importance of work for society and individual well-being
7. stress understanding of self as well as society's changing needs
8. stress psychomatic and affective as well as cognitive development
9. stress programs for all rich and poor, majority and minority, rural and urban, male and female
10. stress close relationship between academic and vocational with neither dominating the other

E. Industrial Arts and Vocational Education cannot ignore Career Education

F. Three facts

1. Industrial Arts is most popular subject for boys but it is near the bottom for girls.
2. Certain teacher education programs, State departments, and State professional associations, Industrial Arts personnel and Vocational Educational personnel do not have a good track record in working together for a coherent program that serves students both young and old. Fortunately, they work better together at the local level.
3. Industrial Arts and home economics courses available at middle and junior high school levels do not concern themselves with a broad scope. It can also apply to elementary, secondary and adult levels.

G. Places where Career Education can serve as a catalyst (change agent)

1. Girls need to be more involved in Industrial Arts
2. To bring professional groups together to work more harmoniously
3. To examine breadth of our offerings at all levels e.g. check the fifteen clusters listed by the Office and Education and see how your school compares.
4. To develop effective programs for professionals in order to understand career education and bring new life to the program.

TAPE 7

"Career Education and the Counselor"

A. Counselor role in Career Education (various opinions). This is only a part of the total counselor role. Must not neglect other roles counselors must assume.

1. Consultant to teachers and administrators in helping to understand students better and presenting accurate pieces of information.
2. Coordinators of group guidance programs.
3. Consultants to teachers and parents
4. Coordinators of community resources
5. Consultants for curriculum development
6. Coordinators for placement services
7. Coordinators for special student needs

(Meyer - Wisconsin State Department of Public Instruction)

1. To provide assistance in initiating, developing, and implementing career education into regular curriculum
2. To provide up-to-date and relevant career information for pupils and faculty (assist media specialists, librarians, etc.)
3. To provide appropriate group guidance activities (after they have been exposed to career education in these classes. The counselor can assist the student in career choices.)

(Hoyt)

1. Help classroom teachers implement career information implications in subject matter
2. Help emphasize vocational skill training in formal education
3. Help business labor community to engage in career education
4. Help home and family in career education
5. Provide leadership in career education programs

B. Changes needed in counselor role (all seem to recommend)

1. Counselor serving as a more active agent in curriculum change
2. Counselor serving as an active collaborator to classroom teachers in career education projects
3. Counselor becoming more actively involved in the labor business community
4. Counselor becoming more actively involved in job placement
5. Counselor becoming more actively involved in the career guidance function

C. Competencies needed by counselors in career education (Hoyt)

A change for counselor education was promulgated years ago but career education has put more emphasis on it.

1. Competency in taking occupational and career information regardless of system used to present it and placing all of it in a comprehensive picture.

2. Competency in helping teachers discover and beconing more knowleadgeable of the career implications in this subject matter.
3. Competency in helping teachers devise, formulate, and execute action plans for infusing career information of this subject matter into lesson plans
4. Competency in helping teachers, administrators, curriculum specialists and parents understand the nature, mission, and goals of the career education movement.
5. Competency in helping students view vocational education opportunities at the secondary school level as differing in kind from other occupational opportunities available to a degree that the student will be able to make reasonable choices
6. Competency in helping secondary school students to view various forms of post high school educational opportunities
7. Competency in utilizing resources of labor, industry, and business community
8. Competency in utilizing resources of the total community to engage in work study programs
9. Competency in utlizing resources of the business community and public employment services in starting and operating part-time job service programs for secondary students
10. Competency in helping students make sound decisions
11. Competency in helping students develop work values
12. Competency in helping students understand aptitudes and interests
13. Competency in career, occupational, and job counseling
14. Competency in utilizing computerized career counseling systems
15. Competency in providing data to parents in a way that parents can understand and accept
16. Competency in communicating career guidance needs of students to curriculum experts.
17. Competency in providing data to combat racism and sexism in our educational and occupational society
18. Competency in utilizing talents of resource and support people
19. Competency in working with counselors from other settings in and out of school.
20. Competency in establishing sound working relationships with community groups.

TAPE 10

"What the Future Holds for the Meaning of Work"

A. Goal

To make work possible, meaningful and satisfying to all individuals.

B. Meaningful (in future)

1. 60% of our workers are engaged in the production of services and not goods - this will increase - machines will do the producing of goods.
2. Cease equating work with making a living - volunteerism will be more and more important. Many will be in paid employment but more work will be done by unpaid laborers.
3. Productivity will be the prime purpose of work.
4. Work and play are different. Work is purposeful effort aimed at the production of benefits for oneself and/or for one's fellow man.
5. Work ethic will be replaced by work values. Ethics are imposed whereas values are individual choices.
6. Word career will assume broader connotations. Career is the totality of work an individual performs during his lifetime.

C. Possible

1. It does not seem likely in the U.S. that there will be full employment for all persons who seek work.
2. Therefore, unpaid work must be considered but we must not copout and not try to have a job for all. Must train all people to obtain skills to attain work.

D. Satisfying

1. Devote increasing attention to the work place itself.
2. More variety - more autonomy - more personal pride in the work they do.
3. Voice in work hours - work week - exchange jobs - see final product.
4. Continuing effort to provide workers with leisure time benefits.
5. Humanize work and recognize workers as human beings.
6. Social action to eliminate racism and sexism.

"Seven Secrets of the Success of Career Education"

1. Career Education is a timely and appropriate response for educational reform. It provides for the 80% who will not get a college degree as well as the 20% who will. It supplies relevance to students.

2. Natural way to extend vocational education beyond the school houses to labor and business, parents, part-time work, home, etc.

3. A compatable approach to accountability in education.

4. Career edudation represents a relatively inexpensive approach to education - no new building, staff, etc.; can be incorporated into regular classroon. Much free material as well as resource people are available. Starting this program is not expensive - continuing it will cost more.

5. Commonality of concept of work for all individuals - everyone expects to do it - students see necessity for it.

6. Teaching of good work habits. Very successful, it seems, at elementary school level.

7. Reduces worker alienation in education.

"Common Sense about Career Education"

A. False and dangerous concepts about career education.

1. Concept that all education is career education or should be.
Career education is a part of all education. It must concern itself with careers and preparation for work. All education does not involve itself with work. The general public will not accept that all education is career education; career education cannot survive if it claims that it is the all of education. The simple purpose of studying English for the sake of learning English will never be dropped. This also holds true for other academic areas.

2. Concept that career education is best defined as an attitude.
Although attitudinal changes are called for, it is only a means to an end and not an end in itself. Good intentions are a poor substitute for decisive action. It is not enough to feel different about work - it is necessary to do something about it. Attitudes are not enough - actions are necessary.

3. Concept that career education is expensive.
Many school systems wait for federal dollars as has been the case for the past ten years. However, career education is not seeking schools to change by offering lucrative bribes but by asking them to change because it is necessary in a changing society. Schools are asked to reallocate monies by dropping ineffective programs. Career education can be started with very little money. Materials and resource people are free. Only primary cost is in-service. Eventually, however, more will have to be spent as both youth and adults are served. We need to work and be accountable before we can ask for more dollars.

4. The concept that career education is a subterfuge for expansion of vocational education.
Vocational education is only a part of career education. It is much broader than vocational education. It encompasses much more since it speaks of work values, satisfaction, etc. Career education asks for an expansion of vocational education. Career education must take care of the imbalance in education since we are at present educating most for college when only 20% go and of the 20% only 5% get a degree.

5. The concept that career education seeks to cut back on college enrollments.
This is not true since career education lets the student make the choice if he wishes to go to college or not. It is also true, however, that the optimal amount of education necessary for a student's choice is very viable. Career education wishes the student to have a wide variety to choose from whether it be college or not. Career decisions are based on a total set of reasons and because of this there is no attempt to cut back on college enrollments.

"Challenges for Counselors"

A. Counselor is a key person in the career education concept.

B. Future of career education will be affected by counseling and guidance.

C. Career education is a vehicle that can be used to greatly strengthen the status of counselors, the effectiveness with which counselors function, and the personal satisfactions that can accrue to school counselors.

Definition of work

A. Work is a conscious effort, other than activities whose primary purpose is related either to coping or relaxation, aimed at producing socially acceptable benefits for one's self and/or one's fellow man.

1. The definition is not limited to paid employment
2. The definition allows for economic, sociological, and psychological reasons for working to exist singly or in combination.
3. This definition extends beyond economic reasons as is based on need, for one's self or others. It means that it benefits someone. It is humanistic.
4. Extends from early childhood through retirement.
5. Career is totality of work in one's lifetime. Work is central to the basic meaning of career education.

B. Implications for change based on definition of work.

1. Past accomplishments are valid as future predictors. A person is a product of his/her past accomplishments and experiences. They serve as identifiers. Counselors could better understand students if they look at past accomplishments. Emphasize accomplishments and students will discover their own worth. Never emphasize failure. This also gives them a positive image of work through accomplishments.
2. Need to put more emphasis on unpaid employment as a means of self-satisfaction.
3. Career education emphasis is doing. This is the action approach. Students are experiencing work now and this is the thing they want. Counselors should spend less time giving sympathy and more time helping. Counselors should spend more time helping students find employment; helping students to think about what they will do after educational years.
4. Counselors need to have more coolaboration of the staff, home, and business labor industry and professional community. Help parents in teaching work values and work habits. Career guidance is the prime concern of total school, home, business labor industry and professional community. It is not the total responsibility of the counselors. Counselors must assume leadership and be active participants. Counselors will gain more acceptance and prestige by involving all concerned parties.
5. Need for elementary school counselors will be more evident to Board of Education if counselors involve the people mentioned above.
6. We cannot wait to see if career education will survive before counselors are involved. By that time, it will be too late.

TAPE 18

"The Linkage of Education with the World of Work"

A.

1. Technology increased the complexity of the educational process.
2. Demand for unskilled labor dimishes every year.
3. Skills are needed
4. Every one blames the other one but youth is the one who suffers
5. We lock children in schools and they get no experiences in the world of work.
6. The business labor industry professional community say that it is the school's job to prepare them for work.
7. Neither is correct - youth suffers.
8. World of schooling and world of work at this time are 2 separate entities and youth cannot make the transition.
9. We need to work together so that students can gain experiences from both.
10. It must take care of all strata of society to make this transition from schooling to the world of work.

B.

1. Career education cannot do all things by itself. It needs all areas in school and the world of work. It is a collaborative effort.

C.

1. Basic need for all humans is a need to do, need to be succesful and the need to be used.

D.

1. Work values are a means to correct job dissatisfaction.
2. Humanizing work place is a prime importance for job enjoyment and satisfaction.
3. Education and relationships with the world of work need to be a part of career education.

E.

1. The current rapidity of job changes means that both youth and adults need to be equipped with adaptability skills, basic academic skills, good basic work habits, and vocational skills.
   a. resource people from business, home, labor, industry, and professional community
   b. value of academics in world of work.
   c. need for getting to work on time, do good work, and interdependence of workers
   d. need for one or more sets of vocational skills to gain entry into labor market after they decide to end their education. English is a vocational skill for a writer; playing an instrument is a vocational skill for a future musician; math skills are vocational skills for an accountant, etc. Vocational skills are broad encompassing academic skills as well as industrial skills as long as they prepare students for job entry skills. Many of these skills can be strengthened by cooperation of business, labor, industry, and professional community.

e. Career decision making skills
   1. freedom of choice
   2. developmental process
   3. wide exposure to careers
   4. wide variety of choices
   5. career awareness and explanation
   6. need to start early in elementary schools
   7. people work for different reasons

f. Work values are important
   1. "Why should I work?" The answer to this is important for all students. This has to be a <u>reasonable decision by the students</u> for his future career.

TAPE 19

"Career Education - A Crusade for Change"

N.B. Much is a repitition of other tapes.

A. Career education has swept the nation. It became a mandate of the Congress of the United States. It has broken all records for massive change.

B. Many discussions were held as to what career education should be.

C. Common thread evolved out of these discussions - career education is a call for change involving educators and community.

D. Need for career education.

1. Need to clarify and emphasize relationship between education and work for all persons in a fast moving technological society.
2. Need to make work a more meaningful part of the total life style of all persons.
3. Need to have collaboration of all educators, home, and community.
4. Time involved in paid employment is decreasing - more leisure time is had (career education seeks to find solutions for this).

E. Implementing career education.

1. Infusion within schools.
2. Collaboration between educators, home, business labor industry, and professional community.

"Keys to Implementation of Career Education at the Senior High School Level"

A. Business and office occupational teachers - distributive education teachers can service as models in implementation.

B. Many challenges

1. Relative slowness with which it is being implemented in Senior High School.
2. Vocational education teachers have played big roles in elementary, middle, and Junior high schools. Yet, in Senior High Schools where most vocational education teachers are employed we do not see such efforts. Vocational education teachers find it difficult to assume leadership because for many years they have been considered the teachers of the less "respectable subjects".
3. Vocational education teachers must assume the leadership in the Senior High School.

C. Goals

1. Basic changes needed to make career education work in the High School.
2. Changes in light of what Business and Office Practice as well as Distributive Education teachers have done.
3. Action suggestions for consideration which the above mentioned teachers have done that have implications for all Senior High School teachers.

D. Changes

1. Teaching learning process changes must be made
   a. a change towards emphasizing education as a preparation for work - paid and unpaid
   b. a change towards expanding all curricular areas in ways that provide meaningful substance for choice by those who intend to go to college and those who do not.
   c. a change towards emphasizing performance evaluation as a major and important way of assessing student achievement.
   d. a change towards providing students opportunities to acquire general career skills including basic vocational skills and work habits that can be useful in a wide range of occupations.
   e. A change towards using persons from home, business labor industry, and professional community as resource persons in the classroom.
   f. a change towards increasing work opportunity experience for students that take place outside of school.
   g. a change towards teachers efforts aimed at enhancing career development including career decision making on the part of all students.

These challenges must be met by <u>all</u> teachers. In many schools a good model exists in the Business and Office Practice as well as Distributive Education departments.

E. What these department have done are encouraging.

1. Many students do not expect to get particular job skills when they enroll in there classes. They are not excluded.
2. These courses have not insisted that all students enter these job areas. Any student can enroll.

3. These courses are clearly pictured as appropriate for and available to students contemplating college as well as those seeking employment upon graduation.
4. These fields have always provided for the full range of students attending schools whether they are college bound or not.
5. Performance operations have always been a hallmark of the above e.g. typing skills, accounting skills, shorthand skills, machine skills, etc. Emphasis is always on accomplishment and not on failure.
6. These courses have always placed a high reliance on good work habits - their curricular situation is so arranged that general career skills applicable to a wide variety of occupations is presented.
7. Have always collaborated with home and community.
8. Have always been leaders in establishing work experience programs and work study education in school and out of school.
9. These fields have been established on sound career education development principle. There are clearly established patterns for a progressive moving up the educational ladder. They have a broad variety of skills over a broad variety of occupations.

N.B. These courses have demonstrated that career education can work.

F. What efforts these people can make.

1. Take an active role in converting academic teachers - show them what they are doing and how they can do likewise.
2. Students can be asked to raise questions with academic teachers about career implications of their respective subject matter.
3. Show teachers how to involve resource persons for all types of students.
4. Take leadership in showing expertise in performance measures to other teachers and how they can be used in other classes.
5. Assume leadership for other vocational education teachers so that they will also make changes in their areas. Make room for college bound students in vocational education.

"Answering the Critics of Vocational Education"

7 charges against Vocational Education and answers to them (a response to a monograph by O'Toole)

1. Vocational Education represents a second class education for second class citizens.
   a. It is the goal on career education to help all persons to view vocational education as a different kind of educational opportunity not as one of inferior quality.
   b. Career education seeks to make vocational education a real choice for all students not just for a narrow group.
   c. It is not true that because a student chooses vocational education a student limits his or her occupational future and social class standing
   d. Vocational education appeals to many by motivating previously unmotivated students and to complete high school and even to continue education.
   e. Many colleges accept students from vocational education programs.

2. Vocational Education seeks to create a dual system of education.
   a. Record is very clear that vocational education is working for the opposite by actively supporting career education in breaking the gap between academics and vocational education. Instead of a dual system, they are asking for an integrated system.

3. Vocational Education graduates do poorly in the labor market.
   a. No specific evidence or documents have been shown to validate this. The only evidence is that graduates of a 2 year post high school vocational program do better than high school graduates. This is natural. No matched samples of academic students and vocational education students has ever been done.

4. Vocational Education is too narrow in scope.
   a. In supporting vocational education, career education has never said that the skills learned will be sufficient for all occupational life. They say they are providing them with skills to enter the field of work. It is better to have some skills than none.
   b. Vocational skill training is increasingly been given in a broad basis of vocational areas and not on one possible one. This philosophy has always been a part of Vocational Education.
   c. Gross exaggeration that vocational skills given students are absolete before they can use them. Change is not that rapid.

5. Vocational Education graduates are too narrowly trained to be upgraded on the job.
   a. When subjected to reality this change cannot be substantiated.
   b. Vocational education students are exposed to the same basic academic skills as all other students in elementary, Jr. high schools, and middle schools. Vocational education teachers have joined career education teams to put emphasis on basic skills.
   c. All vocational education teachers want their students to have a liberal general education.
   d. Vocational education has never operated on a required basis. They are always selective. Academics are required.

6. Vocational Education graduates are trained in the wrong fields especially Home Economics and Agriculture.
   a. Vocational education has not attempted to prepare students for specific jobs but for multiple opportunities for entry into the world of paid employment.
   b. Vocational agriculture teachers have more opportunities from a career standpoint than any other teachers. They have 12 month contracts, visit homes, projects in free enterprise system, and skills used in a wide variety of opportunities and occupational pursuits.
   c. Home Economics from a career education viewpoint has more merit than any other - not only from an economic viewpoint but also from a home standpoint as a work place for all family members.

7. Vocational Education does not appeal to today's youth.
   a. This is difficult to understand since there is a rapid increase in enrollment in Vocational Education. No student has been forced to enroll and yet many are seeking to enroll.
   b. Youth is demanding a closer relationship between education and work.
   c. Youth want more relevance in their subjects as it relates to the world of work.

Vocational Education is not the only answer to the underemployed and unemployed. However, it is important for solving the problem of work to include Vocational Education in the solution.

"Career Education - What's Do - Able Now."

A. Concerns

1. How do you expect to change the conception of the public regarding the meaning of education, meaning of work, and relation between education and work?
2. How do you expect the systems to initiate and carry out these reforms in times when educational budgets are being cut and when no major federal aid is forthcoming.
3. How do you expect to reduce youth unemployment through career education?
4. How do you expect work to become meaningful and satisfying when there is so much dehumanization in the world of work?

B. Proposals for reform - championed by some - debated by others.

1. We set about to create a system of public service jobs to create jobs for all.
2. Creation of an educational voucher system guaranteeing each individual 4 to 7 years of post secondary education.
3. We set about to create a system of guaranteed and up-to-date local labor outlook.
4. Create a complete system of performance evaluation in education - abolishment of Cornegie unit.
5. Revision of Manpower, Welfare, etc. to initiate a national work system.
6. Revise existing child labor laws.
7. Create a national system including financial help to help industry to humanize the work place.

C. Career education can be the stimulus to make tremendous changes later. However, career education can start <u>now</u>. It is better to do something than nothing at all.

D. Strengths of Career Education.

1. The education and societal needs to which career education seeks to respond have been well documented. These needs are real. Career Education represents one response.
2. Basic elements of career education have been identified at least to some extent. There are many commonalities.
3. Conceptual basis of career education using the four letter word <u>work</u> as its core is one that can be applicable to all persons at all levels.
4. Concept of career education has been endorsed by a greater number of organization inside and outside of education than any other effort.
5. Public Law 93380 became a part of the law of the land. This is career education legislation.
6. Career education has emerged primarily on local initiative rather than on federal call.
7. Tremendous number of "How to do it" materials are available from kindergarten through high school.
8. Career education demonstration efforts are available to all systems.
9. Education and work task force are devoting a host of basic research to Career education.
10. Where career education efforts have been initiated they have not been dropped because they failed or were not liked.

E. What's Do - Able Now?

1. Secure, study, and debate literature on career education from all areas including parents, business labor industry community. Need Board Policy.
2. Organize initial career education efforts by involving classroom teachers. If it is not done in the classroom it will never be done. Academic achievement.
3. Establish a community career education council.
4. Collect as much material as possible from other communities having career education programs.
5. Recognize and provide teacher needs for in-service training. Must be given time to do so.
6. Must recognize the necessity for and encourage the strengthening of the quality and variety of vocational education and career guidance planning and follow-up.
7. Emphasize equal importance of adaptability skills and specific job skills in the total educational efforts.
8. Start with emphasizing from the beginning the importance of paid and unpaid work. Leisure time is important.
9. Recognize, capitalize on, and utilize current and existing efforts in the community to see the relationships between education and work. Use clubs, organizations, churches, etc. Work together.
10. Appoint a career education coordinator. One has to lead. He might be called a "NUDGER".

"Next steps for Career Education"

A. What lies ahead for career education in the next 2 years.

B. Career education is evolutionary and not revolutionary in nature to bring about reform.

1. Attitudinal changes do not come quickly or easily.
2. As a developmental concept, career education asks for changes in the entire system of education not only in one part or on one level.
3. The next steps must be small - since we need to solidify and strengthen our position at this time. However, this must not mean that we sit back and do nothing. We must strengthen elementary and secondary school career education as well as progressing it beyond high school.

C. Solidifying elementary and secondary levels.

1. Great studies have been made over the last 5 years at the elementary school building level.
2. Significant but far less progress has been made at the secondary level (Jr. Middle and high school).
3. Improve comprehensiveness of career education level
   a. Very few schools have successfully implimented career education even at the building level. We find isolated teachers doing it but not a total group. We need to make a systematic effort to enlist <u>all</u> teachers in working in the area of career education. This means a concentration for support on the part of School administrators and Board members.
   b. Money must be made available for purchasing time required for people change.
   c. Comprehensiveness of delivery must be done. Treatment must be applied.
   d. Evaluation must be done on a systematic basis to see how it is working if a comprehensive program exists. Various criteria can be used for evaluation including achievement sources, attendance, etc. Academic achievement is very crucial in this area. (back to basics)
   e. Increasing effective use of community resources including the home must be enlarged.
   f. Increasing need for all communities to ask the national level to come to their levels and give them needed help - local, state, and national must work together.
   g. A major effort must be made to include the home and parents. (This cannot wait much longer.)
   h. Organized labor must be brought into the fold.
   i. Career education must be interested in the low income people.
   j. Women, minority groups, handicapped, gifted, etc., must be brought into the career education program.

D. Conceptualizing Career Education in the future.

1. As it matures it will be brought into a broader concept.
2. Always retain the word WORK.
3. Clarifying and emphasizing the changing relationships between education and work will have to continue and increase the broader concept of entry skills. Addition should be:
   a. adaptability skills broadened.
   b. education - work relationships for alife span
   c. work performed as a part of productive use for one's leisure time

d. changing of family relationships
e. reduction of sexism and racism
f. freedom of work choices

4. Continuing emphasis on multiple basic goal of education
5. Continuing emphasis on educational reform through the application of a concept (career education). This is not an add on program - people change is important. Increase educational effort with no larger increase in budget. Money does not reform - people change does.
6. Must be a national effort to change not just a federal effort. Prime emphasis must be on local actions first; state second; and federal last and least.
7. Evolving into a commonality of purpose along with a diversity of delivery method employed in the teaching/learning process. Career education can be the vehicle for this variety.

E. Post Secondary Education

1. Concept of career education must be extended into post-secondary education.
2. It may be slower and more difficult.
3. Concept of educational reform seem to come last to post secondary education. They seem to be able to tell others what to do but they do not do it. There seems to be little change in the total program. The basic instructional structure resists change.
4. Those changes that do occur come about through large infusion of Federal dollars. Career education will not have the dollars.
5. Liberal Arts seem to resist career education on many campuses.
6. Internal changes among university faculty members will be difficult to bring about. Most feel they do not have time to do anything except in their own field. Attitudes and actions of individual faculty members must change.
7. It is not impossible but it is inevitable and difficult.

Career Education Survey

Name _____ Date _____

Position _____

Directions: Please read each statement carefully and circle the number which best describes how you feel about each statement. Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5. If you are not aware of the content of an item or not sure of a response, circle 3 (undecided).

STATEMENTS	Response SD 1	D 2	U 3	A 4	SA 5
1. An effective career education program will help students in making realistic career choices. . . .	1	2	3	4	5
2. An effective program of career education will raise the vocational aspirations of students . . .	1	2	3	4	5
3. An effective program of career education will reduce the dropout rate	1	2	3	4	5
4. Most local business and professional people support career education programs	1	2	3	4	5
5. Separate courses on career education would be better than incorporating this material into existing courses	1	2	3	4	5
6. An effective program of career education will enable students to possess salable skills (occupational, educational, emotional), at the time of leaving formal schooling	1	2	3	4	5
7. Students should be made aware of different jobs and job requirements during the study of every subject	1	2	3	4	5
8. Career education should be taught by specialists in the field rather than by regular teachers . . .	1	2	3	4	5
9. The school guidance department should carry the sole responsibility for career education	1	2	3	4	5
10. The local community should pay for career education if state and federal funds are unavailable	1	2	3	4	5
11. The incorporation of career education content in present courses would upgrade these courses . . .	1	2	3	4	5

STATEMENTS	Response SD 1	D 2	U 3	A 4	SA 5
12. There is not enough information about career opportunities for students available in our school	1	2	3	4	5
13. Parents should be more involved in our career education program	1	2	3	4	5
14. A career education course should be required for certification in my field	1	2	3	4	5
15. The basic philosophy of career education is sound and worth implementing	1	2	3	4	5
16. The integration of career education in present courses will decrease the effectiveness of instruction	1	2	3	4	5
17. Secondary school students should receive credit for planned experiences in business and industry	1	2	3	4	5
18. We need to place more emphasis on career education in my school	1	2	3	4	5
19. Local businessmen and employers are an important resource in a career education program	1	2	3	4	5
20. Our staff needs to be more knowledgeable of local business and industry	1	2	3	4	5
21. Career education objectives should be included in the major objectives for our school	1	2	3	4	5
22. Our school needs to provide more assistance to students as they make career decisions	1	2	3	4	5

ITEM II

Career Education In-Service Survey

Name _____ Date _____

Position _____

Directions: Please read each statement carefully and circle the number which best describes how you feel about each statement. Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5. If you are not aware of the content of an item or not sure of a response, circle 3 (Undecided).

STATEMENTS	Responses SD 1	D 2	U 3	A 4	SA 5
1. The tapes allowed me to study at my own pace .	1	2	3	4	5
2. The tapes allowed me to fit my study of career education into my schedule.	1	2	3	4	5
3. There were too many tapes	1	2	3	4	5
4. Much useful information was contained on the tapes	1	2	3	4	5
5. I would recommend that the tapes be used for in-service on career education	1	2	3	4	5
6. I would rather read the materials than listen to the content on tape	1	2	3	4	5
7. As a result of this program (series of tapes), I am going to encourage staff to use more career education ideas and materials	1	2	3	4	5
8. As a result of this program, I am going to recommend that more of our budget be devoted to improving our career education	1	2	3	4	5
9. As a result of this program, I am going to encourage our staff to become more knowledgeable of career education	1	2	3	4	5
10. As a result of this program, I am going to encourage our staff to become more knowledgeable of local business and industry	1	2	3	4	5
11. As a result of this program, I am going to encourage our staff to give more assistance to students as they plan their careers	1	2	3	4	5

- over please -

12. How would you rate this in-service program?

_____ 1. Very ineffective - I learned nothing new.
_____ 2. Ineffective - I learned some new information.
_____ 3. Somewhat effective - I learned some new ideas which will be useful to me.
_____ 4. Effective - I learned several new ideas which will be useful to me.
_____ 5. Very effective - I learned many new ideas which will be useful to me.

High School of the Future Workshop

Role and Potential of Experiential Learning

Purposes:

1. To address high school student needs relative to experiential learning as part of the total high school program.

2. To examine alternatives for incorporating and recognizing experiential learning as a part of the high school program.

3. To identify possible components of potential long range recommendations relative to experiential learning.

AGENDA

4:30 Overview

Ellen Meister, Director, Northeast District

4:40 High School of the Future Study: The Role and Potential for Experiential Learning

Douglas S. Ritchie, Superintendent

4:55 Working Through the Issues of Why, What and How: Experiential Learning in the High School of the Future

Small Group Discussion
Meet in High School Groups
Wisconsin A Room - East High School
Wisconsin B Room - LaFollette High School
Room 205 - Memorial High School
Room 206 - West High School

6:00 Dinner and Discussion on Recommendations

6:45 Formulate Tentative Recommendations

Meet in Same High School Groups

7:15 Sharing of Recommendations

7:30 Adjournment

High School of the Future Workshop

Role and Potential of Experiential Learning

5:00-6:00 p.m.

1. What is experiential learning?

2. Why is the issue of experiential learning being considered in the context of the High School of the Future Study?

3. What is the potential for including experiential learning in the curriculum of the high school of the future?

   A. Identify learning experiences for consideration as "experiential learning."

   B. Discuss staff feelings/attitudes toward experiential learning.

   C. Assuming there are problems/barriers/concerns related to experiential learning (transportation, student follow through, integration, inter-curriculum/instruction, recognition for student participation, etc.), and that there are reasonable and workable solutions to these problems, what tentative recommendations should be made regarding the inclusion of experiential learning in the high school of the future?

6:45-7:15 p.m.

4. How can recognition be provided for student participation in experiential learning; what tentative recommendations should be made relative to the recognition issue?

High School of the Future
Role and Potential of Experiential Learning Workshop

Background, Summary and Next Steps

Background

Late in the 1976-77 school year a proposal was developed to embark on a long term project focusing on "Planning for the High School of the Future." During 1977-78, Phase I of the project was completed and a report reflecting the current status of the high schools' educational programs and organizational structure was prepared.

Phase II of the project focuses on planning improvements in the high school of the future. Recommendations are expected during 1978-79 relative to the instructional program and changes, directions, continuing support, etc. needed in this area. A second set of recommendations is expected to focus on competency based education at the secondary level. A third set of recommendations will outline the future of optional high school programs, and the final set of recommendations will result in modification of the present management structure of the high school. All of these areas for recommendation are in process as of October 1, 1978. Several "working committees" are at various stages of developing input.

The relationship of this summary report on experiential learning to the High School of the Future Study can be made via two statements contained in the original High School of the Future project proposal. These statements made reference to high school students' contact with the community as a part of their educational program.

(Excerpt from page 9 of proposal) 7. Madison public high schools have developed extensive programs in cooperative work/study. Demand continues to mount for more students to be permitted to work in the community as a part of satisfying requirements toward graduation.

(Excerpt from page 11 of proposal) 3. To develop a policy for Board of Education adoption which would permit more flexibility in student options, particularly with reference to alternating classroom study with experience on the job in work stations, both volunteer and paid with credit given toward graduation.

The High School Career Education Coordinators have been aware of these statements. Concurrently, they have been attempting to explore potential interpretations via working over the past two years with over 60 high school staff to integrate career education concepts with the existing curriculum. Several mini-curriculum projects have been completed during summer extended employment; these projects are currently at various stages of implementation.

Knowing that each high school had several significant "experience-type" activities already in operation as a result of the summer projects, and several ongoing programs such as Walkabout, Citizenship Participation, Cooperative Education, etc., continuing in operation, the High School Career Education Coordinators approached the High School Study Project Coordinating Committee with a specific recommendation. This recommendation called for a review at the district level of the long range role and potential of experiential learning in the High School of the Future.

The High School Study Project Coordinating Committee accepted the recommendation to hold a workshop on experiential learning and involve all high school administrators and a representative staff group from each building. The workshop was planned by the High School Career Education Coordinators and held on September 27, 1978. The purposes of the workshop were:

1. To address high school student needs relative to experiential learning as part of the high school program.

2. To examine alternatives for incorporating and recognizing experiential learning as a part of the high school program.

3. To identify possible components of potential long range recommendations relative to experiential learning.

These purposes were addressed via (1) some opening workshop remarks by the Superintendent, and (2) small group discussion by the individual high school groups of administrators and staff. The workshop was intended to provide an initial forum for discussing the topic; no attempt was intended or made to reach final recommendations.

Following the workshop small group sessions, brief verbal reports were shared and written summary reports developed at each school. What follows is a composite of these summaries and a listing of suggested next steps.

Summary

Three questions provided direction for the workshop discussion. All of the questions were aimed at exploration of the topic (experiential learning):

1. What is experiential learning?

2. Why is the issue of experiential learning being considered in the context of the High School of the Future Study?

3. What is the potential for including experiential learning in the curriculum of the high school of the future?

The small group discussion opened with a review of current experiential learning programs and activities in each school. While not all groups could agree on "what is experiential learning," the following excerpts from their reports begin to suggest the components of a possible working definition.

Experiential learning is:

a. A whole range of experiences, existing or potential, within or outside school, for credit or not, paid or unpaid; it should also include wise use of leisure time.

b. Any educational experience beyond what might be considered the normal classroom experience, i.e., European trips, trips to Mexico, etc.

c. Work study and cooperative education programs such as presently exist in Business, Home Economics, Industrial Education, and Distributive Education; in-school service experiences, i.e., student tutoring, office assistant, IMC assistant, etc.

d. Outside work experience program, i.e., present work credit program, Neighborhood Youth Corps.

e. Outside service experiences, i.e., Candy Striper, political volunteer, Sunday School teacher.

f. Outside career exploration activities, i.e., Explorer Scouts, experience based learning, junior achievement.

g. Outside educational experiences such as college visits, European study, college night programs, career days.

h. All types of work--learning situations where students either receive credit or recognition.

i. A variety of activities planned and initiated by staff and students as the curriculum is translated into the day-to-day learning opportunities for students; these activities may or may not be career related; the important aspect is that students were actively engaged, i.e., the LaFollette environmental project, the Memorial job seeking-interview project, the East Career Day, the West communications class.

On the issue of why experiential learning is being considered in the context of the High School Study, the following excerpts provide some of the supporting rationale.

a. The tight job market, job unhappiness, and making classes relevant to life were cited as was the expense of extensive programs in experiential learning. Experiential learning is the natural evolution from elementary and middle school career awareness programs.

b. It should be recognized as a valid part of the high school experience. If we value the work ethic, work should not be looked down upon but should be recognized by the school. With the prospect of declining enrollment and fewer students, it may be a defense against losing such courses as the co-op program.

c. One committee considered the need for experiential learning basically coming from the community which has expressed an interest in providing students with more outside-of-school learning activities. This would provide a direct experience which would allow all students a better perspective on the realistic world of work.

The final section includes excerpts relative to the potential for including experiential learning in the curriculum of the high school of the future.

a. Three types of activities were mentioned by one group: curricular offerings, extra-curricular activities, and community activities. Another group listed work study and cooperative education programs, outside work experience, outside service experience, outside career exploration activities, and outside educational activities. The list continues with such examples as the school newspaper, school store, yearbook work, photography work, Pep Club, social committee, IMC and lab assistants work, spring environmental trip, school service, Junior Achievement, tutoring, etc.

b. Relative to staff feeling/attitudes about experiential education, one group noted that it definitely had a place in the high school and it is of value in a student's total high school education. Another group raised the issues of staffing, teacher-pupil ratio and cost; they also noted that individual student needs should be clearly substantiated. Generally speaking, representatives recognized the role and potential of experiential learning as part of the curriculum. Some questioned whether or not student released time would be at the discretion of the teacher responsible for the involved curricular area,

i.e. is a field trip considered released time or an integral part of the curriculum; is student research involving materials outside the school IMC considered released time or an integral part of the curriculum, etc.

c. In summarizing the issues surrounding the potential inclusion (modification, addition, deletion) of experiential learning, potential recommendations include:

1) Do not dilute academic learning, but make it a rigorous learning experience by integrating experiential learning into the curriculum. In addition, recognition may be given to some outside experiences.

2) All students can benefit, including the gifted, for whom the experience can be considered enrichment.

3) All departments should be involved.

4) Reorganize what we already have into a structured program. Broadening would entail more job-related experiences to expose more students to career exploration.

5) Work on the program should begin with the departments and extend to the entire school.

6) The program should not be left to chance; there should be a local school coordinator. A district steering committee should also be considered.

7) To help in student motivation, parents should be involved.

8) Bring more community resources into the school. Because there are problems and concerns related to experiential learning, we should take a long look at whatever we are doing within the school building in order to expand the areas of work related experience. That approach would include recognizing experiential learning activities, identifying them for students and expanding them.

9) Set up a study committee to establish some rather specific guidelines for awarding either credit toward graduation or recognition on the student's transcripts for the various experiences a student might be involved in.

10) Establish a clear and acceptable definition.

11) Substantiate need--given limited funds.

12) Explore community ability to assist in effort.

13) Decide the voluntary--mandatory question, i.e. who will be involved and on what basis.

14) Decide what skills/competencies/experiences every student should be able to access.

A fourth question, relative to <u>how recognition can be provided for student participation</u> in experiential learning, was not discussed in detail at the workshop. Limited discussion focused on the possibilities for recognition via (1) credit toward graduation, and (2) recognition (on transcript) of service/participation without

actually receiving credit. Furthermore, examples were cited of present practices involving both forms of recognition, i.e., work experience, cooperative education experience, school service recognition, etc.

Next Step

The above summary will be reviewed by the High School Principals and school Career Education Coordinators before November 1, 1978. Decisions will then be made by these groups relative to the forums for continuing the dialogue at the local school level. Progress reports are anticipated at the November meeting of the High School Study Task Force.

Individual school groups are expected to continue the discussion relative to instructional issues and recognition for participation in experiential learning. A related matter deals with helping and supporting individual students in an effort to develop a personal portfolio containing a resumé and recommendations from employers.

Basic skill development continues to receive priority attention in the high school instructional program. Concurrently, the vocational education program continues to offer a variety of learning options to high school students. Likewise, other electives are available in the fine arts areas and across all programs/disciplines. Students in the Madison Metropolitan School District have a rich curriculum from which to select courses,plan their educational program, and pursue the exploration and development of future educational and career directions.

Experiential learning is but one dimension of the pursuit of one's educational and career direction. The high school provides a supportive environment in which young people can "experience" a relationship to those already participating in the employment environment. The transition from school to work is often too swift and abrupt. The initial transition "experiences" are considered to be crucial and are often reported to exert decisive influences on a young person's whole occupational future.

How will the High School of the Future in the Madison Metropolitan School District respond to this challenge? The dialogue has started -- additional forums will be available. Youth in transition is an area for study and action as a part of the High School of the Future Study.

FIFTH ANNUAL BUSINESS AND SOCIETY SEMINAR
June 12-16, 1978

Jointly sponsored by the Madison Metropolitan School District and the Greater Madison Chamber of Commerce

Date	Time	General Topic and Speaker	Location and Parking
MONDAY June 12	8:00 AM	Philosophy and Operation of a Free Enterprise System, Pat Luby, Vice President and Corporate Economist, Oscar Mayer & Co. Inflation, Recession, and Monetary Supply, John Bolles, President, Bank of Shorewood Hills Lunch with South Madison Rotary for those participants "shadowing" on Monday afternoon. "Shadowing" assignments will be made at the meeting.	Oscar Mayer & Co., first floor conference room--car pool if possible -- stop at the guard station and ask where to park. Guido's, 5164 Verona Road 12:15
TUESDAY June 13	8:00 AM	Public Utilities: Environmental Problems, Inflation, Government Controls Representatives of Wisconsin Power and Light Company (Box lunch provided on return bus trip)	Field trip to Columbia Generating Station, Portage. Bus leaves from East High School Parking Lot - 8:00 AM
WEDNESDAY June 14	8:00 AM	The Role of Labor Unions in Today's Job Market, Marv Erickson, President and Executive Secretary, AFL-CIO The Outlook for Business in Wisconsin, Fred Pearce, Director of Industrial Location Services, Wis. Dept. of Business Development	CUNA, 5910 Mineral Point Rd. CUNA parking (front and rear lots) *Note change of location.
THURSDAY June 15		"Shadowing" experience for participants who did not shadow a business person on Monday afternoon. Followed by lunch with West Rotary.	Various business places Poole's Cuba Club, 3416 University Avenue
FRIDAY June 16	8:00 AM	Big vs. Small Business Corporate Merger and the Problems of Big Business, Robert Waldo, Executive Vice President, Verex Corporation Running a Small Business, Austin Faulkner, The Edgewater; Elizabeth Kostner, Secretaries only	The Edgewater Edgewater Parking

Madison Area Business and Education Coordinating Council
and Madison Metropolitan School District
Present the Fifth Annual
Business and Society Seminar
June 12-16, 1978
for
Madison Metropolitan School District Staff, K-12

Description: The Business and Society Seminar will be jointly sponsored for the fifth consecutive year by the Greater Madison Chamber of Commerce and the Madison Metropolitan School District. The primary objectives of the seminar are to help teachers better understand broad economic issues and their impact on the Madison and state economies, and to provide educators and the business community an opportunity to interact regarding the role of business in society and in the classroom.

Staff: Staff will include individuals from the Madison business community and various guest lecturers.

Schedule: June 12-16, 8:00 a.m. to 12:00 noon daily.
Daily activities will include the following:

- Presentations by guest lecturers and members of the business community on the following topics:
  - * The free enterprise system
  - * Inflation, recession, and monetary supply
  - * Consumer issues
  - * Big vs. Small Business
  - * Jobs and unemployment
  - * Government and the economy
  - * Outlook for the future
- Small and large group discussion sessions on the above topics.
- Visitation and luncheon with a community service organization such as Rotary, Optimists, or Kiwanis.
- On-the-job "shadowing" of an individual from the business community for one-half day.

Place: Various business locations.

Participants: Maximum of 40, K-12 staff. Preference will be given to those who will incorporate business and society concepts into existing curriculum.

Credit: Two Professional Advancement Credits for seminar participation only (20 hours).
One additional Professional Advancement Credit may be earned by independently developing a related curriculum project. (At least ten hours must be spent on curriculum development in order to earn the third PAC).

Application Procedure: To apply for participation, please complete the form below and return to Sue Flynn, ISD Department, no later than April 14, 1978. Applicants will be notified of their participation about April 28, 1978.

Application for Business and Society Seminar

Name_____ School_____

Professional Assignment(s)_____
(teacher, counselor, dept. chairperson, learning coord.)

Briefly describe how you could benefit from participation in this seminar:

Occupation of business person you would like to "shadow" (indicate first two choices):

Return to Sue Flynn, ISD Department.

Position Description
Business and Education Coordinator

As a staff member of the Business and Education Coordinating Council, the BECC Coordinator is responsible for furthering the objectives of the BECC through program coordination and leadership and through promotion of the council's purposes and programs aimed at collaboration between business and education.

A. Coordination and Leadership (40%)

1. Coordinate and administer all BECC programs as outlined in the Program of Work.
2. Serve as central liaison person for the BECC.
3. Provide leadership in the development of new programs to further BECC objectives.
4. Coordinate BECC liaison committees including the Staff Development Advisory Committee.
5. Act as a clearing house for placement of Madison students within the community.

B. Communication and Public Relations (20%)

1. Promote purposes, programs and accomplishments of the Council within the community.
2. Communicate with the business and education sectors regarding BECC objectives and programs.
3. Act as a communication link between the Madison Metropolitan School District and the business community regarding student placement.
4. Work toward inter and intra communications within the council and with the Chamber of Commerce, MMSD, and Junior Achievement.
5. Communicate with news media regarding BECC programs.
6. Prepare annual reports and project reports on BECC programs.
7. Prepare informational bulletins on community resources.
8. Update and distribute BECC brochure as necessary.

C. Community Resources Development (20%)

1. Develop information collection, storage, retrieval, dissemination system.
2. Identify instructional needs for community resources.
3. Manage the community resources data bank.
4. Develop additional community resources and experiences.
5. Collect/purchase prepared resources and materials and disseminate to schools and libraries as needs are identified.

D. Program Evaluation and Development (10%)

1. Evaluate ongoing BECC programs.
2. Prepare complete reports on BECC program participation and impact.
3. Initiate new program ideas.
4. Update Program of Work annually.
5. Develop long range plans for implementation of BECC objectives.
6. Evaluate BECC objectives and programs annually.

8/1/78

(OVER)

E. Other (10%)

1. Provide information for the development of the BECC fund raising campaign.
2. Monitor grant appropriations and make application.
3. Monitor legislation.
4. Assist in development of the budget.
5. Assist in preparation of agenda for BECC meetings, and prepare minutes for Council secretary's approval.

78-79 Business and Education Coordinator: Audrey Lehman
Madison Metropolitan School District
545 W. Dayton
Madison, WI 53703
266-6011
Greater Madison Chamber of Commerce
P. O. Box 71
Madison, WI 53701
256-8348